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ABSTRACT

This booklet describes early childhood education opportunities in the state of Vermont. The booklet was designed with the vision of early childhood education as a career lattice (rather than ladder) that allows workers to advance along broader pathways, crossing from one setting or program into another for which he or she is qualified. The "Vermont Early Childhood Lattice" is offered as a guideline to show readers the breadth of opportunities available in the field. Using the lattice, readers can then turn to appropriate sections of the booklet for more information. The booklet's sections are: (1) "Programs and Settings"; (2) "The Early Childhood Professions" (registered family home child care providers, teachers, paraeducators/special education assistants, teacher assistants, substitutes and volunteers, in-home child care providers, early childhood support specialists, program administrators, professional development service providers, home visitors and outreach workers); (3) "Credentials, Accreditation, and Licensure"; (4) "Planning Your Professional Development"; and (5) "Resources." Includes an alphabetical index to careers and job descriptions. (EV)

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The Vermont Guide to Early Childhood Careers

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by the PROFESSIONAL PREPARATION AND DEVELOPMENT COMMITTEE
of the
VERMONT EARLY CHILDHOOD WORK GROUP

Includes the Vermont Career Lattice

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EARLY CHILDHOOD IN VERMONT

A Vision Statement

Every family in Vermont has the right to comprehensive, high-quality child development services appropriate for their children. Every Vermont community shall nurture the healthy development of young children and strengthen families. To support communities, the State of Vermont will create a unified system for child development services which shares common standards for quality and respects the diversity and uniqueness of individuals and of programs.

The Vermont Early Childhood Work Group

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- The Child Care Services Division, Department of Social and Rehabilitation Services, Vermont Agency of Human Services
- The Vermont Department of Education

May 1998

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The Vermont Guide to
Early Childhood Careers

PROFESSIONAL PREPARATION AND DEVELOPMENT COMMITTEE
of the
VERMONT EARLY CHILDHOOD WORK GROUP

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THE VERMONT EARLY CHILDHOOD CAREER LATTICE ..... *inside back cover*

An easy-reference, foldout chart that shows the variety of jobs and corresponding settings in the field of early childhood. More than a career "ladder," which might show the careers possible within a single setting such as schools, the lattice shows the full range of careers across all the settings in this interconnected field. It also indicates the general training and educational requirements needed for each job. An accompanying Index to Careers and Job Descriptions shows the page numbers where more information on each job appears.

INTRODUCTION

Use this book to explore career options and opportunities in the field of early childhood in Vermont, and you may be surprised to discover just how large and broad a field it is. This book has been prepared to help you make that discovery, by demystifying the field and its complexity of programs.

When we talk of *early childhood*, we typically mean the years from birth through age eight, and all the programs associated with that age range.

For people interested in working with young children and their families, such a diverse field offers a wide variety of opportunities. There are entry-level jobs in many settings, as well as jobs for those with specialized degrees and training. As with most career fields, early childhood offers opportunities for advancement to those who acquire more knowledge and skills — especially those who take the initiative to pursue their own career development path.

This booklet will help people understand the options that are possible. It can also serve as a guide that assists in planning and organizing the education, training, and experience needed to a achieve a fulfilling career.

Why Early Childhood Careers Are Important

The early years are a critical period in human development. The care and education that young children receive during these years, both within and outside the home, are reflected in many ways throughout their lives. In fact, research clearly shows that the success a child has in school and in life can be directly influenced by the child's experiences during the first few years.

Yet the early childhood field has often suffered from a public perception that the people who work in it are not true professionals, and are somehow less vital to society than the teachers and professors of the later educational years. Neither of these assumptions is true.

The great majority of people who work in early childhood in Vermont are highly professional: skilled, experienced, well-educated for their work, and extremely dedicated to difficult, demanding, often underpaid jobs. The work they do is very important to all of society. Early childhood professionals are strong influences on every new generation — especially now, as more and more families rely on early childhood services.

The Vermont Early Childhood Career Lattice

Within each early childhood job setting, such as a child care center, a public school, or a Head Start program, a career "ladder" often permits staff members to assume greater responsibilities with greater rewards as they gain experience, knowledge, and skills. It is not uncommon for a person to climb this ladder — for example, to rise from teacher assistant to teacher to head teacher to program director, all within the same setting. As this person becomes more skilled, she/he also becomes more valuable to the program, with skills that may be sought by other programs or schools.

One purpose of this book is to make clear the opportunities to advance along broader pathways, climbing what may be called a *career lattice*. A person working in early childhood can often cross from one setting or program into another for which he/she is qualified. For example, a teacher in a child care center may become a teacher in a Head Start program; a home visitor for a parent child center may qualify for a public school job as a home-school coordinator. These can be seen as advancements along a broad lattice that covers the whole field, rather than up the narrower ladder within a single program.

How to Use This Book

This booklet is designed to make it easy for you to turn from section to section as your interests and questions direct. It may be helpful to turn first to the back cover, which opens to a foldout diagram of the *Vermont Early Childhood Career Lattice*.

The lattice shows the "big picture" of the field. Listed across the top are key types of programs and settings where early childhood services are provided. In the column below each heading are the job titles typically found in this program or setting. For example, under "Public/Private Elementary School" are "principal," "teacher," and "paraeducator," among others.

The first column groups the stages of professional and educational development, from "Apprentice" to "Advanced Level." To the right of each stage are the positions that people can usually hold at this level of development. For example, in the Head Start program, an apprentice-level person can work as a paraeducator, while an advanced-level person can work as a regional executive director — or, in most cases, at any job below that level.

This Vermont Early Childhood Lattice is offered as a guideline, to show the breadth of opportunities that are available. Looking at the lattice may prompt your desire to find out more about the jobs, settings, and professional-development levels noted on the chart. This is when to turn

for more information to the appropriate section of the book.

For example, to learn more about what each job involves, turn to the *Early Childhood Professions* section. To learn more about the settings, refer to the *Programs and Settings* section. The sections *Planning Your Professional Development* and *Resources* will help you develop your own individual professional development plan. *Credentials, Accreditation, and Licensure* tells you about specific early childhood credentials and program accreditation.

How This Booklet Came to be Written

Vermont has been acknowledged as a national leader in early care and education. This is a result of many people working together in different roles to support the development of young children and their families. In 1990, recognizing that a good deal of work had already been accomplished, representatives from many early childhood and family support programs first met as the Early Childhood Work Group to explore how they could better serve children and families in Vermont. At that gathering, the Work Group agreed on the statement of vision that appears on the inside front cover. This statement has since guided all the Early Childhood Work Group's efforts.

Achieving the vision requires well-trained people in the field — and this book is designed to address that need. It is the product of the Work Group's Professional Preparation and Development Committee.

Over several years, this committee brought together more than 50 people in the field to examine the issues and the current state of early childhood professional development in Vermont. These discussions made it clear that, while Vermont has many opportunities for training and education and many talented people working in the field, there is limited coordination of professional development opportunities, limited knowledge across settings, and a limited number of people who have a thoughtful professional development plan.

The committee then examined national resources and materials on professional development, looked at initiatives in this area in other states, distributed a survey, and organized the information the survey produced about people working in the Vermont early childhood field.

Many diverse people in the field have participated on the Preparation and Professional Development Committee. They include the following participants, who played key roles in developing this document and in other related committee work:

Co-chairs: Jan Walker, Vermont Child Care Services Division, and Jim Squires, Vermont Department of Education

Chuck Bayles, Regional Child Care Resource Development Specialist

Sue Bloomer, Child Care Provider/Parent Educator, Addison County Parent Child Center

Cretia Cooper, Registered Family Child Care Provider

Leslie Halperin, Consultant, former Child Care Center Director

Carol Irish, President, Vermont Association for the Education of Young Children

Lynne Robbins, Regional Child Care Resource Development Specialist

Adam Rosen, former Curriculum Coordinator, Burlington Children's Space

Steve Stahl, CDA Program of the Family Center of Washington County

Nancy Sugarman, Disabilities Coordinator, CVOEO Head Start

Sally Sugarman, Bennington College and State Board of Education

JoAnn Wolter, Teacher/Child Care Program Director, Burlington Technical Center

Sue Zamecnik, Child Care Licensing, Child Care Services Division

Other notable volunteers who helped write and review this document have included:

Judy Cadwallader-Staub, Coordinator, Starting Points Project

Cathy Chmiel and Kathy Clark, Head Start Program Directors

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Bev Heise and Angela Capone, University Affiliated Program of Vermont

Barry Hertz, Faculty, Lyndon State College

Pat Mueller, UVM Paraeducator Program

Scott Noyes, Director, Ascension Child Care

KC Whiteley, Head Start State Collaboration Coordinator

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1. PROGRAMS AND SETTINGS

By briefly describing most of the early childhood programs, services, and support agencies in Vermont, this section can help the reader understand the services these programs provide and the settings where they are delivered.

More and more often in today's communities, a single setting, such as a parent child center, is host to several programs with different goals and funding sources. This "one-stop shopping" approach enables several statewide programs to provide their services in ways that are accessible and convenient for families and children.

People, of course, work in all these programs and provide these services — and their job titles and responsibilities are described in the Early Childhood Professions section. The Resources section lists numbers you may use to contact the programs described here.

All statistics in this section (and elsewhere in this book) are approximate, and are provided to give a sense of the scope of each program.

Registered Family Child Care Homes.

These independent, home-based businesses provide care and education for thousands of Vermont children every working day. Each registered family child care home must comply with regulations set by the Child Care Services Division of the Vermont Department of Social and Rehabilitation Services (SRS). In general, no more than six children can be present in a registered home at any one time. To these can be added the provider's own children and four school-age children.

Family child care providers set their own hours and fees. About 1,500 registered family child care homes in Vermont currently serve approximately 15,000 children.

Licensed Early Childhood Programs.

Together with registered family child care homes, licensed early childhood programs provide the majority of care and education during the hours when preschool children are not being cared for in their own homes. Many school-age children also attend licensed programs before and after school and during school vacations.

These programs are licensed by the Child Care Services Division of the Vermont Department of Social and Rehabilitation Services (SRS). The license is issued when the facility meets water and fire safety requirements, and when equipment, the indoor and outdoor spaces, and program management activities meet SRS regulations. A licensed program can be in almost any kind of building, as long as it meets these requirements.

The program may be "full day" — to serve working parents, many are open from 6:30 a.m. to 5:30 p.m. — or it may be a "part day" program open two hours or more. Some programs also offer evening and weekend care. A program's financial organization may be not-for-profit, or it

may be owned by an individual or a business entity. (Community child care support agencies can provide licensed programs with information on a broad range of topics relating to program operations; see the Resources section.)

To meet their budgets, most licensed early childhood programs rely primarily on tuition fees paid by parents. The financial organization and philosophy of the licensed program can have a significant effect on program quality, staff salaries, and benefits.

Enrollment at each of Vermont's 500 licensed early childhood programs varies from six to 300 children, with an average of 30. However many children the program serves, it must always maintain group sizes and staff/child ratios that fall within state requirements. About 13,500 children receive care and education services in licensed programs.

Head Start and Early Head Start.

Each of Vermont's seven regional, federally funded Head Start programs provides education, health, nutrition, community, and social services to low-income children and their families. Parent partnership is a cornerstone of the program.

Children from three to five years old may receive Head Start services in their own homes, in classrooms, and in play groups. Traditionally, Head Start has been a part-day program — but as more low-income parents attend school and/or work outside their homes, some programs have begun offering services within full-day licensed early childhood programs, while others network with child care providers.

Three Vermont Head Start programs also serve children from birth to age three with Early Head Start. Head Start programs include mental health services, and services for children with disabilities.

Approximately 1,000 children and their families benefit directly from Head Start services.

Public and Private Schools.

In most public and private elementary schools, early childhood education services include all those provided for children through third grade.

Public schools must serve all children in their community. Funding for private schools typically comes from parent tuition fees and fundraising activities. All public and private schools must meet state fire safety requirements and local and state school standards.

Schools generally provide services from about 8 a.m. to 2:30 p.m., from late August to mid-June. Most kindergarten programs in Vermont last two and one-half hours — but some schools are expanding kindergarten to match the school day's length for older children.

Vermont's 150 public elementary schools serve about 14,000 children, in kindergarten through third grade, while 50 private elementary schools in the state serve approximately 2,000 children in the same age group. About 1,600 Vermont children, from more than 800 families, are receiving their education at home, at grade levels ranging from K-12.

Essential Early Education (EEE).

Vermont mandates that EEE programs identify and serve children from three through five years old who have developmental delays. EEE programs are funded and managed through local school districts. Using local, state, and federal funds, all 60 supervisory union/school districts offer EEE services, along with referring and assisting in some services for children and families through the Family, Infant and Toddler Project.

EEE services are usually offered for two to three hours, two or three days a week, in a public school classroom, or in a classroom within another building used by the school for this purpose. Services also include home visits and consultation with other programs. EEE services are now also being offered within some registered or licensed early childhood programs. EEE programs serve approximately 1,200 children.

Early Education Initiative (EEI).

EEI programs are designed to serve children who are at risk of school failure but may not have a significant disability or developmental delay that would make them eligible for EEE services. The Vermont Department of Education uses state general funds to make EEI services available across the state.

Staff working with EEI funding may provide services within a licensed early childhood program, or in conjunction with a public school EEE classroom (page 7). EEI services may also be provided in the child's home, and/or through linking the child and family to other appropriate programs. More than 1,000 children receive services through EEI programs.

Technical Centers.

Technical centers serve high school students, and adults who want to further their education, by teaching a variety of technical skills in both classroom and work-site settings. Many technical centers are adjacent to high schools but serve a larger geographic area. Twelve of the 16 Vermont technical centers offer human services as a technical field of learning that includes the care and education of young children. Some centers have on-site child care programs that serve preschool children while providing students with the chance to learn about working with young children. Approximately 300 high school-age and adult students are enrolled in human service programs at Vermont technical centers.

The Family, Infant and Toddler Project of Vermont.

This program seeks to ensure that all children from birth to three years old who have developmental delays and medical needs receive services that are coordinated and responsive to families. A community resource parent, an early interventionist, a medical social worker, and other professionals contribute to the work of the Project in each of 12 regions around the state. The Family, Infant and Toddler Project director, along with the governor-appointed Interagency Coordinating

Council (ICC), provide oversight and support for this program, which serves approximately 350 Vermont children.

Parent Child Centers or Family Centers.

The 16 parent child centers in Vermont (some call themselves family centers) form a network and share the common goal of enhancing the well-being of children and families through coordinated services that are responsive to families' needs. Parent child centers are often the settings for child care resource and referral programs, the local Family, Infant and Toddler Project, the Early Education Initiative program, Success By Six, and other programs. Some also operate licensed early childhood programs and/or play groups on site. In these various ways, parent child centers serve approximately 4,000 young children and their families.

Success by Six.

This initiative contributes within communities to the overall goal of ensuring that children have the skills and resources they will need to succeed in school. Sixteen community-based Success By Six efforts identify and attempt to fill the gaps in community services for young children and their families. They also promote coordination and collaboration among various programs. Success by Six is funded through the Vermont Agency of Human Services, the Department of Education, and local fundraising.

Community Child Care Support Agencies.

These 12 designated community-based, non-profit agencies provide local support for child care providers and for parents seeking child care. (See the following descriptions, Child Care Resource and Referral Programs and The Child Care Subsidy Program.) Community child care support agencies may also be the home of one or more of the other programs noted in this section, such as Success by Six.

Child Care Resource and Referral Programs.

These 12 community-based non-profit programs are located within the community child care support agencies. They help parents find child care; they also provide recruitment, training, and support for early childhood professionals, especially those who work in licensed early childhood programs and registered family child care homes. Currently all "CCR&Rs" are co-located with or supervise the Child Care Subsidy Program that is described next. Some also sponsor, or are co-located with, the USDA Child and Adult Care Food Program for family child care homes. All may at some point work with businesses to help their employees meet child care needs. The work of Vermont's 12 CCR&Rs benefits some 8,000 adults each year. All CCR&Rs participate in the Vermont Association of Child Care Resource and Referral Agencies, or VACCRRA (see Resources).

The Child Care Subsidy Program.

This program primarily helps low-income working families pay for needed child care. The Vermont Child Care Services Division funds and oversees the overall program, but parents access it through their local community child care support agency.

AmeriCorps Action for Children Today (ACT) Program.

AmeriCorps is a national program that encourages grassroots efforts to improve communities and the country. Members of AmeriCorps Action for Children Today (ACT) in Vermont work on improving child care. Members work through their host agency, the Child Care Services Division, or a community child care support agency, going into communities to carry out projects that have included providing on-site technical support for child care providers, conducting educational workshops for providers and parents, and participating in activities that increase public awareness of the importance of child care for children, families, and communities.

The Vermont Department of Education and the Agency of Human Services.

The work that these state agencies do, and the funds they administer, have a potential impact on all families with young children in Vermont. These two agencies administer most of the state and federal funds that help support early childhood care and education programs in Vermont. They also help develop the systems that support all Vermont early childhood programs, and they participate in collaborative statewide initiatives. Work is often done in a standard office setting — but much is also accomplished in meetings throughout the state and through on-site consultation. (The Child Care Services Division is in the Department of Social and Rehabilitation Services, which is within the Agency of Human Services.)

U.S. Department of Agriculture Child and Adult Care Food Program.

This federally funded program provides reimbursement for meals served at little or no cost in child care programs and schools to approximately 10,000 low-income Vermont children. The program is administered through the Vermont Department of Education and brought to child care programs through community-based services such as community child care support agencies. Child care programs use USDA-provided commodity foods, and/or receive reimbursements for the meals they serve that meet nutrition standards.

Colleges and the University of Vermont.

Ten Vermont colleges and the University of Vermont offer higher education opportunities in the field of early care and education. Many students enroll full-time in two- or four-year degree programs, while others take advantage of part-time and distance learning programs. Every year, higher education classes that relate to the care and education of young children serve approximately 2,000 people — both early childhood professionals and people who plan to enter the field.

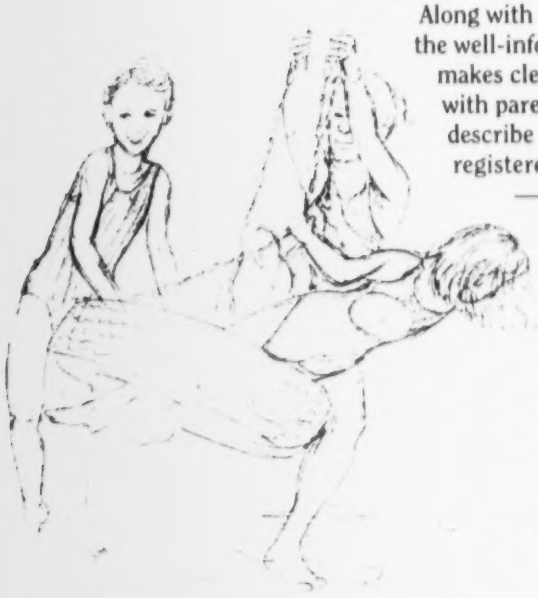
II. THE EARLY CHILDHOOD PROFESSIONS

1. REGISTERED FAMILY HOME CHILD CARE PROVIDERS

The registered family child care provider cares for children in her/his home, operating an independent home-based business. More young children are cared for in the homes of registered providers than in any other professional child care setting. This is in part because Vermont law requires registration by all individuals who regularly provide care for children from more than two families.

Registered providers who offer high-quality care need to enjoy young children and be able to provide safe, healthy learning experiences. The activities and the learning environment in the registered provider's home need to be thoughtfully planned to ensure that children develop the skills they need to succeed in school and in life.

The registered provider often works without other adults for long periods of time, so it is especially important for him/her to feel good about working independently. Effective communication skills with adults are also critical, because of the need to communicate well with parents.



Along with communicating in person, the well-informed registered provider makes clear, written agreements with parents. These agreements can describe the services for which the registered provider is responsible — such as good supervision, age-appropriate learning activities, and meals for the children. Agreements of this type also include the parents' responsibilities, such as how and when payments are to be made.

Another important business task is to keep good records of attendance and finances.

How to Become a Registered Child Care Provider

- Call the Vermont Child Care Services Division (CCSD) at (802) 241-3110 and ask for a copy of the regulations for family child care homes, and an application.
- Read and become familiar with the regulations. Among the requirements for the provider's home are safe, accessible exits, recently inspected fire extinguishers, working smoke detectors, a safe heating system, and a telephone. Requirements for the care provider include becoming certified in infant and child CPR and making a commitment to attend at least six hours of training every year. Providers who live in homes built before 1978 must take training in and complete "Essential Maintenance Practices," to ensure a lead-safe environment for children.
- Attend the orientation training for registered providers. These are coordinated through the community child care support agencies (page 9). It is a good idea to attend this training *before* submitting the application
- Return the completed application to the CCSD. At this time, the person responsible for conducting preregistration visits will contact the applicant to arrange a mutually agreeable time to visit and to ensure, as much as possible, that the applicant understands and can meet the requirements of being a registered provider, and that the home environment also meets registration requirements. (See page 26 about the jobs of family child care home assessor and child care program licenser.)

Education and Training for the Registered Child Care Provider

To fulfill the required training commitment, and to gain valuable information that will help develop teaching and caregiving skills, the registered provider may choose from an array of opportunities, including those offered through community child care support agencies (see Resources).

Most of these support and training services are designed especially to meet the needs of the registered provider, and to help link registered providers to these additional resources:

- Child care provider networks;
- Community programs, organizations, and agencies, such as the local school or community mental health agency;
- College classes;
- Technical centers, and
- Professional organizations, such as the Vermont Child Care Providers Association and the Vermont Association for the Education of Young Children.

*Creating an **Individual Professional Development Plan** helps make the most of training and educational opportunities.* (See the section Planning Your Professional Development.)

While registered providers are not required to have a credential, such as a CDA (Child Development Associate — page 45) or a college degree, the training that these reflect is helpful in understanding how children learn and how to work effectively with them. Also, a registered provider who has advanced education or a CDA may choose to become a peer mentor (page 39) to other registered providers, or to share information through workshops.

Activities like peer mentoring and leading workshops have great potential to help improve the overall quality of child care throughout the state. This is because many early childhood professionals become registered providers at early stages in their careers, when they can benefit greatly from one-on-one support and information provided by more experienced colleagues.

Income for the Registered Child Care Provider

Annual income for the registered child care provider can range from only a few thousand dollars to $30,000 or more, although the average is closer to $10,000. Key factors are the number of children served and the fees charged.

Each registered provider determines the fees that he/she will charge. Rates for full-time care for a preschool child in a registered home usually range from $60-$120 per week.

Often, the rates that registered providers charge are similar to those charged by other providers in their area. Some factors that can increase the registered provider's income are:

- Attending specialized training and becoming a protective services child care provider. The Child Care Subsidy Program (page 9) pays a higher rate, compared to the standard subsidy rate, for this service of caring for children who have been abused or neglected. This special service is designed to be offered in the context of a high-quality program for *all* children.
- Participating in the USDA Child and Adult Care Food Program. One aspect of quality is providing nutritious meals to children in care. Registered child care providers who participate in this program attend additional training and are reimbursed for some of the meals and snacks they serve.
- Achieving a credential or accreditation (see Credentials, Accreditation, and Licensure section). The Child Care Services Division provides a quarterly Quality Incentive Bonus to registered providers who have done this. The bonus equals five percent of the total child care subsidy funding that the provider received in that quarter.

Credentials and a higher education in the field often enable the registered provider to demonstrate a high-quality program. Many parents are willing to pay a higher rate to a program that can demonstrate high quality.

Education and credentials can be a component of the information that child care referral services (page 9) provide to parents who are seeking child care. They can influence parents' selection of a program.

THE BASICS

Registered Family Home Child Care Provider

There are currently about 1,500 of these home-based, self-started businesses in Vermont.

The work requires basic reading, health, and safety skills. Continuing training and education is also required.

Incomes average about $10,000.

Benefits include tax deductions relating to home business; also training/phone consultation and newsletters, provided through community child care support agencies.

2. TEACHERS

Successful early childhood teachers care about young children and have knowledge and skills that support children's learning. Although they work in a variety of settings, early childhood teachers have certain skills and responsibilities in common. This section first outlines those common skills and responsibilities. The job descriptions then present some of the distinctive issues that teachers face in different settings.

Knowledgeable teachers understand children's intellectual, emotional, social, and physical development, and use this knowledge to develop a curriculum and a classroom environment in which children will learn and succeed. Effective teachers are skilled at communicating with adults, so they can work well with families and with other members of the teaching team. The team may include paraeducators, assistant teachers, principals, and program directors. Positive relationships with all these people can be a rewarding aspect of a teacher's job.

In all work settings, teachers of young children have these types of responsibilities:

- Planning learning activities for the ages, abilities, and interests of the children in the classroom.
- Working actively with the children.
- Ensuring, as much as possible, that the children feel safe and secure.
- Communicating and planning with coworkers and parents.
- Keeping up-to-date, accurate records.

It is becoming more common to encourage teachers to consider becoming a mentor or a lead teacher when their experience, knowledge, and interest bring them to this point in their professional development. Teachers may conduct workshops or otherwise teach adults in their area of expertise. Many teachers also make an effort to relate to the larger context in which they work. This includes participating in professional organizations, and linking their work and professional development plans with the mission, philosophy, and overall needs of their program or school (see the section Planning Your Professional Development).

2.A. TEACHER IN A LICENSED EARLY CHILDHOOD PROGRAM

Teachers in licensed early childhood programs may work with infants, toddlers, preschoolers, and/or school-age children. The age of the children in the teacher's group depends on the program and the teacher's preference, training, and experience. In some licensed programs, regardless of their academic degrees, teachers who teach very young children are sometimes called caregivers or care providers.

Many teachers in licensed programs have four-year or advanced degrees in education or early childhood education. Other licensed programs will confer the title of teacher on staff members who have the responsibilities noted on the preceding page, but do not have degrees required of teachers in public schools.

In either case, all teachers in licensed early childhood programs are required to continue their training and education. Some maintain their teaching license through the Department of Education, meeting the same requirements that apply to the public-school teacher. (See Teacher Licensure, page 45.)

How to become a teacher in a licensed early childhood program

Contact the program. Some advertise their staff openings in the newspapers. The local community child care support agency (see Resources) may also be aware of openings at child care programs in its area.

Each licensed program is unique in many ways. A prospective teacher would be wise to find out if the program's philosophy and management style is compatible with her/his own.

Salary and benefits vary greatly among licensed programs, and may be affected by the teacher's own training, education, and experience. Programs can often offer slightly higher wages and benefits if they have supplemented parents' tuition fees with funding from a variety of sources, such as grants, and with creative fundraising activities.

Except for public school-based early childhood programs (see Essential Early Education, page 7) and Head Start programs (page 7), no licensed early childhood programs are supported entirely by state or federal funding. However, most programs that charge fees accept state child care subsidy payments for children whose families are income-eligible. (See Child Care Subsidy Program, page 9.) These subsidies are funded from a combination of state and federal sources.

THE BASICS

Teacher in a Licensed Early Childhood Program

Vermont has almost 500 licensed early childhood programs, virtually all of which employ teachers.

Some programs require — and many prefer — an associate's or bachelor's degree in early childhood or elementary education. Others look for a credential, such as a CDA (page 45), and/or significant experience.

Salaries vary, but average around $16,000 for full-time, year-round work. Benefits vary among programs.

THE BASICS

Teacher in a Head Start Program

There are currently 20 teacher positions in Vermont's seven Head Start programs.

A CDA credential is the minimum educational requirement.

Salaries range from $7.75-$11.65 per hour.

Specific benefits vary, but all programs offer some benefits, such as sick leave and vacation.

THE BASICS

EEE Teacher

Vermont has about 100 EEE positions.

A bachelor's degree is required, plus a special education endorsement.

An individual professional development plan is also required. To retain their licensure, teachers must earn nine new college credits every seven years.

Salaries range from $18,000-$45,000 per nine-month school year (average is $32,000).

2.B. TEACHER IN A HEAD START PROGRAM

Teachers in Head Start programs ensure that their classroom activities meet Head Start performance standards along with requirements for the Vermont early childhood program license. A Head Start center-based program for preschool children includes creative arts, science, outdoor activities, literacy, and and other age-appropriate activities.

Nationally, Head Start requires that all people who teach in its program obtain a CDA (page 45) if they do not have an equivalent or higher degree. Some Vermont Head Start programs have begun using the titles of teacher, teaching assistant, and teaching associate, as presented on the lattice at the end of this book.

To become a Head Start teacher, contact your local program (see Resources). Each Head Start program has its own salary and benefits package. Some regions also have Early Head Start programs, which provide the opportunity to work with infants, toddlers, and their families.

THE BASICS

EEI Teacher

Vermont has about 85 EEI teachers. Most work part-time.

Qualifications depend on the program; they may be same as for a licensed program or a public school.

Salaries range from $7.50-$15.00 per hour, depending on qualifications and the program.

Benefits range from those typical of a teacher in a licensed center, to those typical of a teacher in a public school.

2.C. ESSENTIAL EARLY EDUCATION (EEE) TEACHER

Teachers in EEE programs are employed by public school districts to work with children three to five years old who are eligible for special education services. These teachers are trained to identify eligible children and to assess each child's development. They work with other professionals and parents to devise an Individualized Education Plan (IEP) for that child, and then play a role in putting the plan to work. These teachers may work with children in a school classroom, in a licensed or registered child care program, or in a child's home.

School districts also have a responsibility to identify children under three who have a developmental delay or are at risk for developing a delay. EEE teachers will, in these cases, refer families to the Family, Infant and Toddler Project (page 8) for further support and development of a learning plan.

2.D. EARLY EDUCATION INITIATIVE (EEI) TEACHER

Teachers in EEI programs work primarily with children 3-5 years old who have risk factors that are likely to affect their success in elementary school. Like the EEE teacher, the EEI teacher may work in a variety of settings, such as a public school, a child care program, or a child's home. Where the work is done depends on the needs of the child, the family, and the structure of the particular EEI program.

Because EEI programs are operated in various ways through Head Start centers, parent child centers, child care programs, and public schools, EEI teachers may have the qualifications of teachers in licensed programs, and/or of teachers in public schools.

2.e. Elementary Teacher in a Public School

The early childhood elementary education teacher typically works in a public school classroom, teaching either kindergarten or grades one, two, or three (many also teach multi-grade classes). The average class size for kindergarten in Vermont is 18, and increases to 25 in first and second grade.

The kindergarten teacher supports an important transition for children as they leave the home or early childhood program and enter the public school system. This can be both challenging and rewarding. Most kindergarten teachers teach half-day classes, but an increasing number of children now attend full-day kindergarten programs.

All early childhood elementary teachers share the practice of offering education and care that contribute to the development of the young children they serve. All use the *Vermont Framework of Standards and Learning Opportunities* to guide curriculum, instruction, and assessment.

To work in public schools, teachers must be licensed by the Vermont Department of Education. This requires at least a bachelor's degree and a certification in early or elementary education. Salaries vary, depending on the school district and the teacher's education and experience.

All teachers must develop and follow their own Individual Professional Development Plan (IPDP). Currently, public elementary school teachers are also being asked to develop an IPDP that links itself to improved student performance. Teachers in public schools must maintain their teaching license: Every seven years, they must earn at least nine new college credits in course work (or an equivalent) that coincides with the goals in their IPDP.

Public school teachers need to be familiar with the laws that relate to public education and special education, and be able to work within the guidelines established by their school, their school district, and the state.

How to seek work in a public elementary school

Follow the procedures outlined by each school district to apply for a teaching position. Contact a local public school or the school superintendent's office to determine the appropriate process for submitting an application. Job openings are also listed in local newspapers.

2.f. Reading Recovery Teacher

An increasing number of schools are using Title I funds to hire Reading Recovery teachers. Reading Recovery is a highly successful program that helps children with reading difficulties while they are still young.

Using a specially designed program, Reading Recovery teachers work intensively with first grade students on a one-to-one basis, meeting with each student for approximately 20 minutes per day for several months. Reading Recovery teachers are licensed teachers or education specialists (see Basics below) who must receive specialized training to become familiar with the materials and skills that this program involves.

THE BASICS

Elementary Teacher in a Public School

Vermont has about 1,700 positions in grades K-3.

A bachelor's degree and teacher licensure are required.

An individual professional development plan is also required. To retain their licensure, teachers must earn nine new college credits every seven years.

Salaries range from $18,000-$45,000 per nine-month school year (average is $32,000).

Benefits vary, but generally include health insurance, education benefits, sick leave, and retirement plan.

THE BASICS

Reading Recovery Teacher

Approximately 130 teachers trained in Reading Recovery are now working in Vermont schools.

Reading Recovery teachers are licensed elementary school teachers or education-related specialists (for example, Title I teachers, or speech and language therapists) who have at least three years' experience with students in the primary grades and have received year-long, specialized on-the-job training in the Reading Recovery method.

Salary range and benefits are the same as for elementary school teachers, 2.e. above.

THE BASICS

Home Tutor

The number of home tutors at work in Vermont varies, depending on the needs of schools.

Most home tutors are licensed teachers. Some have other qualifications, depending on the specific situation and the role they will play.

Salary range is $10-$18 per hour, usually without benefits.

2.g. Home Tutor

Occasionally a public school student cannot attend school for a long period of time, usually because of an injury or illness. For these extraordinary circumstances, schools may hire a home tutor to work with the child. Usually a licensed teacher, the home tutor provides instruction and learning assistance similar to what the child would receive in the classroom.

Typically, these positions are not permanent; people are hired on a temporary, case-by-case basis.

THE BASICS

Home-School Coordinator

About 10 people are currently employed by Vermont public schools as home-school coordinators.

A bachelor's degree in education, social work, or a related field is generally required.

Salary range and benefits are the same as for an elementary teacher in a public school; see 2.e.

2.h. Home-School Coordinator

Home-school coordinators are employed by some Vermont public schools to facilitate two-way communication between families and the school. The home-school coordinator is usually a certified teacher or trained social worker who will work as a liaison between teaching staff, school administration, and parents to ensure continuity and consistency for children's educational programs. Quite often, people in these positions must be well-versed in case management and social services along with educational matters.

2.i. Title I Teacher

These teachers provide supplemental instruction to individuals or small groups of children who need additional academic assistance. Federal Title I funds go to individual school districts, who then hire the Title 1 teachers. Each school chooses the ages or grade levels for which to provide Title I services.

Many school districts blend Title I preschool program services with other preschool services, such as EEE and EEI, to offer a single public preschool program that serves a variety of children. "Title I" refers to the source of the federal funds used to support a position or other program costs. Seldom are preschool teachers specifically designated as Title I preschool educators — rather, their position is funded by Title I either partially or completely.

THE BASICS

Title I Teacher

There are about 300 positions in Vermont (pre-K through elementary grades).

Education, licensure, professional development, salary range, and benefits are the same as for public-school elementary teachers; see 2.e.

2.J. EARLY CHILDHOOD TEACHER-DIRECTOR AT A TECHNICAL CENTER

At Vermont Technical Centers, the teacher-director of the early childhood program (which is usually included within the human services program) guides, supervises, and evaluates the high school students who work as the staff of the center's preschool program. The teacher-director also enrolls the preschool children, provides orientation to parents of both high school and preschool students, handles administrative duties relating to the preschool, and plays the key role in developing and implementing the curriculum for both preschool and high school students.

High school students learn through both experience and traditional classroom instruction, which the teacher-director provides in subjects such as child development and techniques for classroom management. Because the teacher-director has the interesting and challenging job of teaching both young adults and children, knowledge and enjoyment of both groups is critical to success in this job.

THE BASICS

Teacher-Director at a Technical Center

There are approximately 10 positions in Vermont.

A bachelor's degree and teacher licensure are required.

An individual professional development plan is also required. To retain their licensure, teachers must earn nine new college credits every seven years.

Salaries range from $18,000-$45,000 per nine-month school year (average is $32,000).

Benefits vary, but generally include health insurance, education benefits, sick leave, and retirement plan.

3. PARAEDUCATORS/SPECIAL EDUCATION ASSISTANTS

THE BASICS

Paraeducator in Public Elementary School

There are approximately 700 positions statewide.

Paraeducators must have a high school diploma (many have much more), and often a professional association certificate as well.

Requirements for continuing training/education vary; often none is required.

Salaries range from $5.50-$12 per hour. An individual classroom paraeducator typically earns $8-$9.50 per hour, while an interventionist who works with a medically fragile child commonly earns $10-$12 per hour.

Benefits range from none to health insurance, retirement benefits, reimbursement for courses, and leave time.

Paraeducators work with children who have special needs, providing them with care and attention that increases their opportunities for successful educational and social experiences. Paraeducators also improve learning opportunities for everyone in class by providing an additional teaching adult. The paraeducator is supervised by a licensed teacher who has the overall responsibility, with parents, for determining the child's strengths and needs, and from that developing the child's Individual Educational Plan (IEP).

Other job titles that may be used for paraeducators are *special education assistant*, *individual assistant*, *program assistant*, *interventionist*, *specialist*, *aide*, and *teacher assistant* or *assistant teacher*. "Teacher assistant" may also refer to a position that does not involve the special education focus of this section. This other type of teacher assistant is described in the next section.

In today's educational community, paraeducators are professional technicians — much like paralegals and paramedics, their counterparts in law and medicine. There are similarities in roles and responsibilities for paraeducators in all educational settings. These include implementing the child's IEP and working closely with parents, special education staff, and other staff within the school or program. Paraeducators may also help with overall classroom activities, work with small groups of children, observe and record information about the child with special needs, and provide positive guidance to children in the classroom.

Education and Training of the Paraeducator

To be hired by a public school, a paraeducator must be at least 18 years old and have a high school degree. Many school districts prefer the paraeducator to have much more training and education; in some instances a paraeducator may also be a licensed teacher.

A paraeducator who is hired to work as a sign-language interpreter for the hearing-impaired may be required to hold a certificate from the interpreters' professional association.

Continuing education requirements depend on the individual school and school-district policies, as do benefits such as health insurance and sick leave. Benefits range from none to health and sick leave comparable to those offered public-school teachers. Because of this variability, there is also a range of required training and continuing education. Most Vermont school districts do not require their paraeducators to get additional training. This may change, however, as a statewide system of professional development for public school educators, currently being developed, is accepted and implemented.

3.A. PARAEDUCATOR IN HEAD START AND LICENSED EARLY CHILDHOOD PROGRAMS

Paraeducators may be employed by EEI or EEE (pages 7-8) to work with children in community settings outside the school, such as Head Start classrooms or licensed child care programs. The individualized educational plan for the child is thus supported not only by the supervising special education staff and parents, but also by the teaching staff of Head Start or the licensed program. As in other settings, the benefit of the paraeducation staff also extends to the overall class.

3.B. PARAEDUCATOR IN ESSENTIAL EARLY EDUCATION AND EARLY EDUCATION INITIATIVE PROGRAMS

Paraeducators in EEE and EEI programs work with preschool children who have disabilities or are, for other reasons, at risk of failure in school. As in other settings, paraeducators work closely with supervising teachers to implement a program that meets the needs of both the individual child and the whole group of children being served.

3.C. PARAEDUCATOR IN A PUBLIC ELEMENTARY SCHOOL

Early childhood paraeducators in elementary schools work with children 5-8 years old in a classroom with a licensed teacher.

4. TEACHER ASSISTANTS

Teacher Assistant

There are about 400 positions in licensed early childhood programs (approximately 21 positions statewide in Head Start), and many others in public schools.

Teacher assistants need experience in the field of child care and education, or a course in child development within one year of hire, along with CPR certification if working in a licensed early childhood program. For positions in public schools, continuing training requirements vary by school district and school policy.

Salaries range from $5.50-$8 per hour. The average is $12,000 for a full-time, full year position. Benefits range from none to health and education benefits.

Teacher assistants support children and teachers in ways that improve the overall quality of care and education in the classroom, in part by increasing the number of adults who can respond to the children's needs. A teacher assistant helps ensure that more one-on-one activities with children occur, and that all children receive increased supervision and learning support. A teacher assistant's presence in the classroom may or may not be related to that of a child or children with special needs, as is usually the case with the paraeducator.

Effective teacher assistants enjoy children, take a positive interest in them, and are able to focus on individual children while being aware of what is happening in the whole classroom.

Because teacher assistants typically work as part of an education team, they need to have good communication skills, listen well, and work effectively with others.

4.A. TEACHER ASSISTANT IN HEAD START AND LICENSED EARLY CHILDHOOD PROGRAMS

To become a teacher assistant in a licensed early childhood program, including Head Start, contact local licensed programs to find out if positions are available. (Note: "Paraeducator" is sometimes advertised as "teacher assistant" and vice versa.)

Ongoing training is required of all staff in both Head Start and licensed early childhood programs.

4.B. TEACHER ASSISTANT IN A PUBLIC SCHOOL

Some kindergarten and primary-grade classes increase their adult/child ratio by employing teacher assistants. Public schools may employ assistants who monitor the playground and the lunch room. These positions are usually advertised in newspapers and pay $6-$9 per hour. As with paraeducator positions in public schools, the benefits vary from none to a benefit package that may include health insurance.

5. SUBSTITUTES AND VOLUNTEERS

Working in early childhood programs as a substitute, a volunteer, or an involved parent can be an excellent way to gain experience in the field of early care and education.

All substitutes and volunteers are well-advised to ask for and receive an orientation to the program in which they will work. A useful orientation/training includes information about the program's policies and practices, including emergency procedures and a review of how equipment is set up in the classrooms. There should also be a clear description of job responsibilities and payment (if any) for services.

5.A. SUBSTITUTE

Substitutes play a valuable role in the early childhood community. They may temporarily do the work of a teacher, an assistant teacher, or another program staff member. Because substitute teaching provides the opportunity to work in a variety of settings with different age groups, it is a flexible way to gain experience, skills, and knowledge in the field of early childhood.

Substitute work can be a fairly steady source of employment if a program makes regular use of one substitute to cover staff members' vacations, maternity leaves, etc. Substitute work can also be "feast or famine": Flu and cold season often creates an urgent demand for substitutes, while at other, healthier times the need is not as great.

Training and education requirements depend on the program in which the substitute works. However, the substitute must always meet the minimum requirements for each particular job setting. For example, in a licensed early childhood program, he/she must have a high school education, be at least 18, and have three positive references.

Along with having the skills and information that all early childhood professionals need, the substitute needs to be adaptable to new environments and assertive enough to ask questions when needed. Punctual, talented substitutes are always appreciated — and the need for them can be surprisingly constant.

The substitute needs to determine his or her financial and tax reporting responsibilities. Depending on circumstances, the substitute may be an "independent contractor" or an employee of the school or early childhood program.

5.B. VOLUNTEER AND INVOLVED PARENT

Effective volunteers and support people in early childhood programs enjoy children, are willing to work within the framework of the program, and are able to listen and respond to what is needed. For many people, working as a volunteer, especially in Head Start programs and some parent child centers (page 9), provides an entry point for later professional employment in the field.

It is especially important for volunteers to have a clear understanding of their role and responsibilities. Expectations and limitations for volunteers may be different from those for employees. Also, volunteers — especially those who are parents — may want to discuss with program staff potential areas of difficulty. For example, if a parent is volunteering and his/her child behaves inappropriately, who handles the situation? Questions like this are best resolved beforehand, if possible.

THE BASICS

Substitute

All schools and other early childhood programs, including family child care providers, need substitutes at one time or another, and try to maintain a list of qualified people. An estimated 800 people work as substitutes in the early childhood field.

Educational needs range from a high school education up to a college degree and teaching certificate. Ongoing training may be required, depending on school and program policy. All classroom substitutes must be at least 18.

For public school substitutes, salaries range from $5 per hour to $45-$120 per day. Benefits are usually not included.

THE BASICS

Volunteer and Involved Parent

Most early childhood programs welcome volunteers and parents in the classroom. Each program, however, has its own training, orientation, and screening policies to ensure a satisfactory experience for both the children and the volunteer. Volunteers may be under 18 years old if they are not counted in the required teacher-to-child ratio.

6. IN-HOME CHILD CARE PROVIDERS

THE BASICS

Legally Exempt Child Care Provider

An estimated 1,500 people provide this service in Vermont.

Qualifications and educational needs vary, depending on the desires of the families served.

Most providers earn $4,000-$8,000 per year, without benefits.

THE BASICS

Subsidized Legally Exempt Child Care Provider

Currently, 150 people are authorized through the subsidy program to be paid for child care they provide to one or two eligible families.

No formal education is required, although subsidized providers must be able to read.

Subsidies are generally $12 per day, per child.

In-home child care providers care for children in the child's home or in the home of the care provider. As do other early childhood providers, they need to be comfortable working alone with children, and be familiar with emergency procedures and resources.

6.A. LEGALLY EXEMPT CHILD CARE PROVIDER

Legally exempt child care providers care for children from only one to two families other than their own. Typically, they provide care in their own homes.

Regional training programs can provide training opportunities for legally exempt providers, but these providers are not regulated by any state agency, and no training is required. Even though the state makes no formal requirements of the legally exempt care provider, every legally exempt provider is wise to implement the health and safety requirements of the registered provider (page 12). These guidelines promote the practice of safe child care, and can make it easier for the legally exempt care provider to become registered if and when she/he chooses to do so.

As independent business people, legally exempt care providers set their own hours and fees. This creates a wide range of incomes, as does the fact that some families have more children than others.

6.B. SUBSIDIZED LEGALLY EXEMPT CHILD CARE PROVIDER/ AUTHORIZED CHILD CARE PROVIDER

Subsidized legally exempt child care providers have been called *authorized child care providers* and *authorized caregivers* in the recent past, but these terms are changing. Unlike legally exempt care providers (6.a.), subsidized legally exempt care providers are authorized to receive payments through the Child Care Subsidy Program (page 9).

A subsidized legally exempt provider cares for a child in the child's or the provider's home. The provider may also care for his/her own children during the subsidized care hours. Each provider may care for no more than two families in addition to his/her own.

The subsidized provider can give care and educational experiences to the child in a small setting that is satisfying to the child, the family, and the provider. Subsidized providers may receive training through the child care training programs (page 9), and may find they enjoy the caregiving relationship and their work enough to become registered home care providers, or to explore the field in some other setting.

When a family chooses a person to provide subsidized care, that person will receive from

the Child Care Services Division an application to become a subsidized legally exempt provider. The provider must be at least 18, able to read, and physically and emotionally able to provide the needed care. Three written references from non-relatives must be submitted with the application, and the Child Care Services Division will do a criminal records check to ensure that the caregiver has not been convicted of abuse, neglect, or a felony.

6.C. NANNY AND AU PAIR

Professional nannies provide services in a family's home. Many nannies live with the families who employ them, and their compensation includes room and board.

Working as a nanny can be a good way to become familiar with children. Families vary greatly in what they offer, what they expect, and how they treat the nanny. Families who cannot afford to hire a nanny on their own may cooperate with another family to share one. This may enable the nanny to earn a higher salary. Some nannies who have a preschool child of their own are able to bring the child to their employer's home — but this and many other details should be carefully negotiated before the employment begins.

People who hope to be nannies need a fondness for children, along with the knowledge and ability to guide children's activities that encourage learning and growth, to carry out appropriate health and safety procedures, and to communicate effectively with parents. These factors are critical to a successful experience.

In addition to supervising children in their care, the nanny may also assume some tasks of household management, such as housework. This is usually when children are napping, and only under special arrangement with the employer.

Au pairs perform the same types of tasks as nannies, and also live with their employing families. They are usually young, often in their late teens. Professional au pair agencies train au pairs and connect them with families.

6.D. BABY SITTER

Several hundred Vermont teenagers, and many adults, serve a vital need by working as baby sitters. Baby sitters care for children on a short-term basis, often in the evening, when parents must leave young children at home. Baby sitting can be an excellent way to begin finding out if an early childhood career may be the right direction to take.

Taking a short course can help make baby sitting a positive experience. Local Red Cross and scouting organizations, as well as some recreation programs (See Resources section) often provide appropriate courses. Other ways to gain experience are to spend a day at a local child care center, at a family child care home, or with a parent who would like a helper. Experience in various settings can be extremely helpful.

Those who teach courses in baby sitting emphasize safety, including awareness of fire hazards in an unfamiliar home, and noting escape routes in case of fire. Competent baby sitters have the phone number of an adult they can count on, in case they have an emergency or an urgent question. A basic understanding of child development is helpful in knowing what types of activities and playthings are safe and appealing to children at various age levels.

Baby sitters work in virtually every Vermont community. Rates vary according to individual arrangements. Baby sitters most often find work through word-of-mouth recommendations from satisfied customers, and/or advertising in papers and on community bulletin boards.

THE BASICS

Nanny

An estimated 200 people work as nannies in Vermont.

Qualifications depend on parental preference.

Salary and benefits vary; no minimum exists. Compensation often includes room and board.

THE BASICS

Baby Sitter

An estimated 3,000 people earn an average hourly wage of $3.00.

A short training course is recommended. Courses may be offered by the area office of the American Red Cross, or by local recreation or scouting programs.

7. EARLY CHILDHOOD SUPPORT SPECIALISTS

THE BASICS

Child Care Trainer
There are 22 positions in Vermont, some of which are at a supervisory level. Most trainers work 30 hours or fewer per week.

Most agencies require a four-year degree and experience in the field of child care and education.

Salaries range from $8-$18 per hour; average is $10 per hour. Benefits vary, but many jobs include vacation, sick time, and health or education benefits.

All of the positions in this section reflect specific areas of importance in a system working to ensure that early childhood programs are safe and age-appropriate, that teachers and caregivers have access to information to help them provide quality care, and that parents have access to information to help them choose early childhood programs and services.

7.A. CHILD CARE TRAINER (RESOURCE DEVELOPMENT SPECIALIST)

Child care trainers, also called *resource development specialists*, work in many ways to provide information that will help child care providers give children high-quality care and education. The trainer does this through newsletters, workshops, conferences, phone support, and visits to child care programs. Trainers may conduct workshops themselves; more often, they will respond to a stated or observed need by arranging for guest speakers and consultants to share their expertise with child care providers at workshops and conferences.

This job requires strong interpersonal skills and knowledge of child as well as adult development and child care program management. It is very helpful if the trainer is flexible and creative and has leadership and presentation skills.

Each part of Vermont is served by one of 12 child care training programs. One or more trainers work in each program, where they are co-located with child care referral specialists. Funding for this important work is primarily provided by the Child Care Services Division to the community child care support agencies that hire each trainer. This helps ensure some statewide consistency among training services, while allowing for variation to meet community interests and needs.

In some districts, resource development specialists also have supervisory responsibilities, and perform more administrative functions.

Salary and benefits vary, depending on each agency's personnel policies and practices. Those interested in being a child care trainer should contact their local Community Child Care Support Agency or the Child Care Services Division. (See Resources section.)

7.B. STATE OF VERMONT CHILD CARE LICENSING STAFF

Licensing Supervisor

Employed within the State of Vermont's Child Care Services Division, the licensing supervisor supervises licensing specialists, providing support and consultation, reviewing work, and responding to particularly complex and/or challenging investigations. He/She also reviews and resolves all complants, and reviews and grants or denies variance requests.

Licensing Specialist

The licensing specialist evaluates child care programs to determine if they are operating in accordance with state regula-

tions. Regulations are designed to ensure appropriate care and children's safety. The licensing specialist (often called a *licenser*) also provides technical assistance, and helps develop child-care program improvement plans when needed.

The licensing specialist must be knowledgeable about child development, and about the variety of ways that child care programs can provide children with positive care and educational experiences. Keen observation and strong interpersonal skills are critical. The licenser must be able to give objective information, as needed and as requested, in a respectful manner.

Licensing specialists visit all those who apply to become registered family home or licensed child care providers (page 6). This personal contact helps to ensure that the applicants understand the regulations.

Job responsibilities also include extensive in-state travel, written reports, and investigation and follow-up on concerns (complaints) from the public regarding child care programs. Licensing specialists often conduct workshops and attend trainings in the many skills and issues involved in their work.

Licensing Technician

The licensing technician works in the Child Care Services Division and performs most of the job responsibilities typical of a standard office setting. This person is experienced and knowledgeable in the field of regulated child care, and has good communication and organizational skills. He/She reviews documentation for licensed early childhood programs to determine if all required information has been received before issuing a license; interprets regulations covering child care programs to the public; and maintains a database for all child care programs.

Family Child Care Home Assessor

The assessor visits the homes of people who have applied to become registered family home child care providers. These visits occur before the application is approved. The assessor reviews the regulations with the applicant and helps ensure that the home meets these requirements. The assessor has experience as a registered provider, and needs good interpersonal and communication skills. This is a contracted position through the Division.

Consumer Concern Line Operator

The person who monitors the Child Care Consumer Line receives and documents reports from the public of concern about child care programs. She/He helps members of the public understand regulatory requirements, and reports their concerns to the appropriate licensing personnel for investigation and/or follow-up. Upon request, the concern line operator provides information to the public about Licensing investigations during the past 12 months that have resulted in "substantiated" findings.

THE BASICS

Licensing Specialist

Five positions in state government.

Requires an associate's degree in early childhood education and CDA, or bachelor's degree in early childhood education or related field; and two years' experience in an early childhood setting.

Salary range is $25,000-$35,000.

Standard benefits package for state employees.

Licensing Technician

One position in state government.

Salary range begins at $9.36 per hour.

Standard benefits package for state employees.

Consumer Concern Line Operator
Family Child Care Home Assessor

These are contracted full-time positions. Salaries begin at $11.70 per hour.

THE BASICS

Licensing Supervisor

One position in state government.

Requires a bachelor's degree in early childhood education, regulatory administration, or related field.

Salary range is $30,000-$45,000.

Standard benefits package for state employees.

THE BASICS

Child Care Referral Specialist

There are 15 positions statewide, most part-time.

A bachelor's degree in human service or related field is preferred, along with experience in child care, parent education, and/or family support services.

Salaries range from $8-$12 per hour.

Benefits vary among programs; most include some health, education, and vacation benefits.

7.C. CHILD CARE REFERRAL SPECIALIST

The child care referral specialist provides consumer education for parents and the general public, working over the phone and in a variety of other ways to help families find child care that best meets their needs. The well-informed referral specialist has a thorough understanding of the typical emotional and practical needs of working parents, and of specific community resources that can help meet their needs for child care. This specialist is also a thoughtful and empathetic listener, able to communicate comfortably on the phone and to make public presentations as needed. Referral specialists may also communicate through parent workshops, newsletters, local newspaper articles, and other methods of building public awareness.

Typical responsibilities include:

- Maintaining up-to-date, comprehensive information on child care programs, including fees charged and openings that are available or upcoming.
- Recruiting new child care providers, and encouraging their professional development.
- Consulting with parents, usually by phone, on issues that relate to selecting and using child care.
- Giving parents the names of child care providers and programs that may meet their needs.
- Sending written material to parents that will help them as they interview and visit prospective care providers.
- Providing parents with educational materials about child development and child care issues.

Many people — friends, fellow parents, coworkers, etc. — may informally refer parents to child care programs, but the referral specialists working in Vermont have been trained to do this work, complying with the performance standards of the Vermont Association of Child Care Resource and Referral Agencies.

Referral specialists are usually co-located with child care trainers at regional non-profit agencies. People interested in providing child care referral services may contact one of the community child care support agencies listed in the Resources section.

THE BASICS

Community Child Care Subsidy Specialist

There are 15 positions in Vermont. Some are part-time, and may be combined with a part-time child care referral position.

A bachelor's degree is required in human services, education, psychology, or related field. A strong knowledge of child care and of child and adult development is also needed, along with at least three years' experience in the provision of direct services, such as child care, early education, or parent and family support. Experience in areas such as public speaking and community governance is also helpful.

Positions from 20-40 hours per week, at an average of $10 per hour. Benefits depend on the community child care support agency.

7.D. CHILD CARE SUBSIDY SPECIALIST

The child care subsidy specialist works in a community child care support agency, where she/he is usually co-located with child care trainers and referral specialists. Families with low incomes who have children up to age 13 may qualify for assistance in paying child care costs for reasons of work, education, and training activities of the parent. A smaller number of people are eligible because of a social or physical need.

This specialist works as part of a team within the non-profit agency to ensure that families who qualify for this assistance are informed of their eligibility, and that the child care provider is paid appropriately. Subsidy specialists are also generally responsible for informing their communities about the child care subsidy program, which uses both state and federal funds.

Community child care subsidy specialists understand regulations and payment procedures, pay attention to details, and are well-organized. They must be able to communicate clearly with people who have had a variety of life experiences, and are often under stress. An ability to appreciate the perspectives of both the parent and the

child care provider is very helpful in enhancing the subsidy specialist's ability to communicate effectively — a requirement in this position.

7.E. CHILD CARE DEVELOPER

Child care developers work with communities to expand and strengthen the local child care system. They may develop new child care programs, work to build connections among child care providers, and work to resolve barriers that impede access to child care for families who need it.

7.F. USDA CHILD AND ADULT CARE FOOD PROGRAM SPECIALIST

Responsibilities of the USDA Child and Adult Care Food Program specialist include reviewing paperwork from child care providers regarding the nutritionally acceptable meals they serve in their programs, and processing the paperwork so the provider is reimbursed. The specialist — also called a *case manager* — may also plan and conduct training on meal preparation, nutrition, and other related topics. She/He observes the provider serving a meal at least once a year to ensure that the conditions of preparation and the food itself are appropriate. Each case manager works with approximately 90 family child care homes.

THE BASICS

Early Childhood Advocate

While every informed and caring person can be an advocate, several organizations have positions that include advocacy. To learn more, see the Resources section, under Statewide Organizations, for information about the Vermont Children's Forum, the Vermont Association of Child Care Resource and Referral Agencies, the Vermont Association for the Education of Young Children, and the Child Care Fund of Vermont.

USDA program specialists may work from a community child care support agency or a community action agency.

7.G. EARLY CHILDHOOD ADVOCATE

An advocate promotes the mission and interests of a group, such as children, or an organization. Early childhood advocates may work to increase the public's awareness of important issues, and of services their organization provides; to secure public and private funding; and to encourage favorable legislation. To convey their message and influence public opinion, advocates may write media articles and press releases, speak at public and private forums, monitor legislative activities, and actively participate in the legislative process. An advocate needs to be knowledgeable about the issues that he/she represents, and should have strong written and oral communication skills.

Only a few Vermont organizations that deal with early childhood issues have paid advocacy positions. However, it is common for center directors, resource and referral employees, Head Start employees, and others in the profession to advocate for children, families, and quality child care.

THE BASICS

Child Care Developer

At present, only one of Vermont's 12 community-based child care resource and referral centers (page 29) employs a child care developer.

Qualifications include substantial experience in community organizing and program development, along with excellent skills in leadership, budget development, writing, analysis, and supervision.

The salary range is $25,000-$35,000.

THE BASICS

USDA Child and Adult Food Program Support Specialist

There are 20 positions in Vermont.

The position requires a high school diploma or GED, valid Vermont driver's license, and an automobile in good running order with insurance. Some experience in child care and nutrition is also helpful.

Salary range is $8-$11 per hour. Benefits include mileage reimbursement, vacation, sick leave, medical/dental insurance, pension plan, paid tuition fees and release time for work toward a CDA or degree, and membership in the State Employees Credit Union.

8. PROGRAM ADMINISTRATORS

THE BASICS

Director of a Licensed Early Childhood Program

Vermont currently has almost 500 licensed early childhood programs.

Large centers especially may require a bachelor's degree in an appropriate field, along with experience and/or a Child Development Associate credential. Smaller programs, with 12 or fewer children, may only require successful early childhood experience, and some course work in the field.

State licensing regulations require nine hours' annual training; more may be encouraged and supported by individual programs.

Salaries range from $15,000-$30,000 (average is $20,000), depending on program size and financial support.

Much like administrators in other settings, administrators of early childhood programs are generally responsible for financial, program, and personnel management. They also often serve as important links to other related agencies and funding sources. A thorough knowledge of human development is clearly important to the early childhood program administrator, as are strong interpersonal and management skills.

8.A. DIRECTOR OF A LICENSED EARLY CHILDHOOD PROGRAM

The director of a licensed early childhood program oversees the program's daily operations and its long-term planning. She/He may also have been the person who started the program, and who worked with the Child Care Services Division licensing staff, along with community and state agencies, to obtain an operating license.

The director of any child care facility needs to have extensive knowledge of child development, age-appropriate care and education practices, and program management. To create a more manageable job, programs sometimes hire co-directors and split up the program and administrative tasks according to each co-director's strengths. Directors of licensed early childhood programs often have a bachelor's degree in early childhood education or a related field, along with several years of teaching, management, or social service experience. Also beneficial are strong skills in interpersonal communication, leadership, and writing.

The director is familiar with state licensing regulations, and ensures that the program complies with them. All licensed early childhood programs are also reviewed by a licensing specialist at least once a year.

The program director's additional duties may include:

- Working with children.
- Supervising, supporting, and training the staff.
- Developing the curriculum with staff and parents.
- Working with parents.
- Managing and planning the center's budget and finances, which include billing for child care services and may also include writing grants and documenting the use of these funds.
- Managing enrollment, and orienting new families.
- Handling public relations and advertising.
- Collaborating with other agencies that also provide services to young children and families.

In general, at small centers it is typical for the director to participate in fundraising, work on accounting and bookkeeping, develop brochures and publicity materials, update written materials such as the program handbook, and oversee building maintenance. Directors of larger centers, or those affiliated with universities or companies, often have support staff to do the accounting, billing, and bookkeeping.

Directors of non-profit programs work closely with a board of directors. The director is responsible for keeping the board informed about program issues and needs. An active board will help in many ways, including fundraising.

The experienced director is often an advocate for children and families and a mentor for parents, teachers, and other professionals. She/He may also be involved with professional groups

and local, state, and nationwide initiatives that serve children, families, and the early childhood profession. A national effort to develop a credential for child care program directors is underway, but the current Vermont requirements for training and education of directors are noted in the Basics.

8.B. PARENT CHILD CENTER DIRECTOR

Each year some 2,000 Vermont families make use of the wide variety of services offered by the 16 community-based, non-profit parent child centers located around the state. Every center provides a variety of assistance and education to families with very young children, at low cost or no cost to the families themselves.

Although parent child centers vary in the size of their staffs, budgets, and programs, each center director administers an overall program that has at least eight core services: home visiting, early childhood programs, parent education, parent support, on-site services, play groups, information and referral, and community development.

Skilled center directors have a wide range of skills. They are competent administrators, skilled at managing programs, staff, and budgets. Most also work with children and families, and need to communicate well with both children and adults. Working productively with other service providers and agencies is a vital part of this job, so conscientious directors are also skilled at networking and collaboration. Directors also advocate for children and early childhood services in their communities, within state government, and before the Legislature. Center directors stay in touch with colleagues and are well-informed about issues in the field.

8.C. HEAD START PROGRAM ADMINISTRATORS

Director/Regional Administrator

Vermont's seven regional Head Start programs work with low-income families and their young children. In each region, a director or regional administrator oversees all aspects of the Head Start program. He/She supervises other Head Start administrators, and is responsible for the program meeting national Head Start standards. This position involves many layers of coordination with various governing bodies.

Coordinator/Standards Team Member

In Head Start regions, coordinators (also called standards team members) are responsible for the different components of the program's services — education, social services, parent involvement, health and nutrition, mental health, disabilities, and professional development — and for ensuring that national Head Start standards are implemented in their regional program. Coordinators often supervise Head Start staff and have community collaboration responsibilities.

THE BASICS

Parent Child Center Director

Each of Vermont's 16 parent child centers employs a director. Some employ co-directors.

Center directors need at least a bachelor's degree; larger programs usually require a master's in the field. All directors need experience in early childhood services, working with parents as well as young children.

Salary and benefits vary according to the program, but can include health, vacation, and paid sick time.

THE BASICS

Head Start Director/Regional Administrator

Each of Vermont's seven Head Start programs has at least one position of this type.

Most Head Start programs prefer a bachelor's degree. Directors also need at least two years' experience in a Head Start or related program, having demonstrated skills and abilities in human services program management.

The salary range is $31,000-$40,000. Benefits vary among Head Start programs.

Coordinator/Standards Team Member
Site Coordinor/Generalist

These positions require a bachelor's degree, plus experience in a Head Start or related program.

Salaries range from $18,000-$30,000. Benefits vary among Head Start programs.

THE BASICS

Essential Early Education Coordinator

There are approximately 50 positions in Vermont.

Qualifications include licensure by the Department of Education in special education, with essential early education endorsement. A bachelor's degree is required, a master's is preferred. Previous teaching experience is a prerequisite.

Salaries range from $22,000-$50,000 (position may be full-time or part-time in combination with teaching and other administrative responsibilities). Benefits are the same as for other public school teachers in the school district. They can include health insurance, vacation, and paid sick leave.

Site Coordinator/Generalist

A *site* is the place that serves as the hub of coordinated Head Start services for a community. Some Head Start regions in Vermont have 10 sites.

Every program sets its own job responsibilities. The site coordinator may also be called a generalist. She/He is responsible for overseeing all aspects of the site's child and family services; and for supporting all site staff, ensuring compliance with Head Start standards (with assistance from coordinators and standards team members), overseeing the site budget, recruiting new staff, helping provide trainings, monitoring the enrollment and screening of children, and working with families to find additional needed services.

Flexible and able to do virtually every task the site needs, the site director or generalist clearly understands the Head Start philosophy and its integration of components. He/She places children first, is a careful listener, can lead meetings and work with a Board of Directors, can work both independently and as part of a team, and has a high tolerance for a busy, often noisy workplace.

8.D. ESSENTIAL EARLY EDUCATION COORDINATOR

Within a local school district, the Essential Early Education program coordinator is responsible for all aspects of EEE, the early childhood special education program operated by the public school system (page 7). The EEE coordinator is responsible for screening all children in the school district. (*Screening* is the process of identifying those who are eligible for specialized education services.) Together with other educators, specialists, and parents, she/he ensures that an Individualized Education Plan (IEP) is in place for each child who requires special services, and that the services called for in the IEP are provided. The coordinator may also supervise staff and oversee the program's budget.

The EEE coordinator must be knowledgeable about special education law, practices, and procedures. She/He must be familiar with various materials used for assessment and instruction, and with resources in the community, including specialists and other programs. This position requires strong organizational skills and is best filled by a person with a strong background in child development, early childhood special education, case management, and parent involvement.

In many situations, the EEE coordinator is also a EEE teacher who provides direct services to children and families. In some supervisory unions the special services coordinator (see 8.f.) is also the EEE coordinator.

THE BASICS

Early Education Initiative Coordinator

There are currently 42 positions in Vermont. Most are part-time, school-year jobs; many are combined with other funding sources to make a full-time position.

A bachelor' degree is required, and a master's is preferred, in child development, early childhood education, or a related field.

Because EEI coordinators may be employed by public schools, parent child centers, or social service agencies, salaries and benefits vary according to their place of employment.

8.E. EARLY EDUCATION INITIATIVE COORDINATOR

In a wide variety of settings across Vermont, Early Education Initiative coordinators are responsible for EEI, a statewide initiative that supports local programs for children at risk.

This person administers state funds to run a community-designed effort to meet the needs of these children and their families. This administrator is responsible for locating and identifying eligible children, developing programs to meet the children's educational and social needs, hiring and supervising staff to deliver these services, maintaining the budget, and completing necessary paperwork. EEI coordinators also participate in regular studies that evaluate the outcomes of their programs.

A strong background in child development and early education is necessary, as is familiarity with family systems and community resources. Many of these positions are part-time and may be combined with other part time positions (such as child care training) to provide direct services to children and/or parents.

EEI coordinator positions may also exist outside of the public school realm, for those EEI programs associated with child care, parent/child centers, or social service agencies.

8.F. PUBLIC SCHOOL ADMINISTRATORS

Superintendent

The superintendent is responsible for an entire supervisory union — for ensuring that the business of running all its schools is accomplished. Because the superintendent may be responsible for overseeing many schools and programs, ranging from preschool to high school, she/he needs very strong organizational and management skills, a strong business sense, and a strong understanding of both the education system and local and state politics.

Most superintendents have worked as classroom teachers and are familiar with the reality of public education. Hired by the local school board, the superintendent is ultimately responsible for all education matters within the supervisory union.

Special Services Coordinator

The special services coordinator of a supervisory union is directly responsible to the superintendent, and works with the principals, school personnel, and parents to support students who are eligible for special education services and for other programs that accommodate children with special needs. The coordinator administers, supervises, and evaluates special education programs and services, and coordinates them with regular classroom programs, home-based services, and community services for students with disabilities. The coordinator also helps to recruit, select, and evaluate all special services personnel in the supervisory union.

The special services coordinator must stay informed of all legal requirements that govern special education, as he/she is responsible for implementing the policies and procedures that maintain compliance with state and federal programs and regulations for children with special needs. He/She is also responsible for coordinating special services with other services and referrals; for compiling and maintaining all required documentation; and for overseeing screening activities for local preschool children. In some supervisory unions, the special services coordinator is also the Essential Early Education coordinator.

Principal

The principal is responsible for the day-to-day operations and educational programs within a single town or school. The principal must be very flexible and resourceful, with strong management skills along with knowledge of education and curriculum.

The principal deals with issues that relate to what children are taught, the supervision of staff, the coordination of services for children that may involve outside agencies or specialists, and many other matters — such as general maintenance of the building

THE BASICS

Principal

There are approximately 270 school principalships in Vermont.

Licensure by the Department of Education is required, as is previous teaching experience and a master's degree in education, education administration, or related field.

Salaries range from $25,000-$55,000. Positions may be full-time or part-time in combination with teaching responsibilities.

Benefits are negotiated with the district school board that employs the principal.

THE BASICS

Superintendent

There are 62 superintendencies in Vermont.

Licensure by the Department of Education is required, as is a master's degree in education, education administration, or related field. Teaching experience is often a prerequisite.

Salaries range from $40,000-$75,000.

Benefits are negotiated with the supervisory union or district school board that employs the superintendent.

THE BASICS

Special Services Coordinator

Each of Vermont's 60 supervisory unions has one special services coordinator. The job is sometimes combined with other administrative positions.

A master's degree in special education is required, along with licensure as a special education administrator.

Salaries range from $45,000-$70,000. Benefits are negotiated with the school board of the supervisory union.

THE BASICS

Child Care Resource and Referral Director

There are 12 positions in Vermont.

Salaries range from $20,000-$40,000. Benefits depend on the hiring agency, but usually include vacation, sick leave, and health and education benefits.

THE BASICS

Child and Adult Care Food Program Coordinator

There is currently one position in the Department of Education.

The job requires a bachelor's degree with a major in foods and nutrition or dietetics, or a bachelor's degree in consumer and homemaking education, home economics, or food service management.

The salary range is between $12.29-$19.47 per hour, with the customary benefit package offered to state employees.

and grounds, bus schedules, relations with parents and the community, and still more tasks. In some smaller schools, principals may also assume part-time teaching responsibilities.

Principals are key people in determining the learning climate of the school, and therefore the success of students. They work with teachers to ensure that students master Vermont educational standards. Principals need and appreciate professional development opportunities that meet their needs. They often also attend professional-development opportunities as part of school teams.

8.g. School Early Childhood Program Coordinator

The role of school early childhood program coordinator is becoming more common throughout the state. Because schools are required to offer EEE services and may also elect to provide EEI, Title I, Success By Six, or community-based preschool programs, some districts seek to combine all these administrative functions and hire one person to integrate the programs. Although there are only about a dozen people in positions of this nature now, the opportunities are likely to increase.

The general knowledge, skills, and qualifications required for this job are similar to those currently expected for EEE or EEI coordinators (see 8.d. or 8.e.).

THE BASICS

Success by Six Coordinator

Almost all 16 positions are part-time. Salaries range from $12-$22 per hour. Benefits vary according to the employing agency, which may be a public school or other community program, such as a parent child center.

8.h. Child Care Resource and Referral Director

This position may involve supervision of all the services delivered within an agency, or it may be a position within that agency. In either case, the work involves overseeing staff who are implementing child care training and referral programs, and ensuring that the requirements of the grant paying for these services are met. Staff supervision, report writing, budget management, and collaborating with other community service agencies are important activities in this position.

8.i. USDA Child and Adult Care Food Program Coordinator

The program coordinator works within the Vermont Department of Education to administer the USDA Child and Adult Care Food Program for child care centers, adult care centers, after-school programs, and family child care homes. This involves providing technical help and training to program participants, conducting reviews to ensure compliance with the program, and supervising the work of program specialists (see 7.e.).

8.j. Success by Six Coordinator

Success by Six is an initiative of the Agency of Human Services and the Department of Education that, in various regions of Vermont, helps communities coordinate their various services for young children and families (page 9). To administer Success by Six initiatives in their region, program coordinators need to be able to work with a wide range of agencies and individuals, modeling collaboration and coordination skills. Each coordinator needs excellent skills in communication and collaboration, along with a working knowledge and understanding of the region and of the early childhood field and related issues, especially in child care.

8.K. STATE OF VERMONT CHILD CARE SERVICES DIVISION STAFF

The mission of the Child Care Services Division is to ensure a statewide system that promotes and supports safe, accessible, high-quality child care for Vermont families.

Director

The director has overall responsibility for all aspects of the Division's work. This includes supervising staff, managing the budget, working with federal agencies in relation to federal grants that the Division applies for and implements, and coordinating the Division's work with related state and community agencies and programs. The director reports to the commissioner of the Social and Rehabilitation Services (SRS) and the CCSD Advisory Board. The director is a resource to the Vermont Legislature on the needs and resources of the early childhood system in Vermont. Supervision, managerial, writing, and presentation skills are an asset in this position.

Program Managers

The people in these four positions oversee and coordinate programs that have a statewide impact on the safety, accessibility, and quality of child care. The responsibilities of all these positions include conducting workshops, facilitating meetings, and traveling to sites where services funded by the Division are being delivered. The overall goal is to help ensure that similar, high-quality, coordinated resources are available to children, families, and child care providers throughout Vermont.

Broad knowledge and experience in early childhood and family support programs, along with very good communication skills, are important in performing these jobs. All of these administrators are expected to continue their own professional development activities, to enhance their ability to serve the public and help child care programs improve their services.

1. Child Care Licensing

The person in this position monitors activities of the Division's child care licensing staff, and provides technical support as needed. He/She also coordinates and works with related state and community agencies, facilitates regular public reviews of early

THE BASICS

CCSD Director

There is one position in Vermont.

The CCSD director needs an advanced degree and extensive experience in the field.

Salary ranges from $38,000-$60,000. Standard benefits package for state employees.

THE BASICS

Child Care Program Manager

There are four positions in the Child Care Services Division.

A bachelor's or master's degree in the field is required, along with extensive relevant experience.

Salaries range from $30,000-$46,000. Standard benefits package for state employees.

THE BASICS

Grant Monitor

Two positions in state government.

Bachelor's degree and relevant experience are required.

Salaries range from $23,400-$37,000. Standard benefits package for state employees.

THE BASICS

Department of Education Administrator and Consultant

Two positions are full-time; one is part-time.

A master's degree in early education or related field is required; teacher licensure is preferred. Two to five years' experience in a related early education field is also required.

Salary ranges: Consultant, $22,500-$41,000. Administrator, $28,000-$44,000. Standard benefits package for state employees.

childhood program regulations, and handles the most challenging situations that arise in the implementation of those regulations.

2. Education and Child Care Quality Initiatives

This position involves providing technical assistance and support to training programs in the community support agencies. The person in this position also works in other ways to develop resources that enhance the quality of child care, in areas such as serving children with special needs and building support systems for children who have been abused or neglected. This person participates in health and safety information, nutrition, and literacy initiatives. She/He works on the AmeriCorps ACT program in Vermont, on the development of this career guide, and on coordinating the Mini-Grant Program.

3. Referral and Public Awareness

This position also addresses the Mini-Grant Program and AmeriCorps. In addition, it involves providing technical assistance and support to referral services that are provided to parents through the community support agencies and VACCRRA; carrying out public awareness activities in conjunction with the Early Childhood Work Group and the Child Care Fund of Vermont; and keeping track of the number of credentialed providers and accredited programs for the Quality Incentive Bonus Development of surveys of child care services.

4. Child Care Subsidy Program

This position specifically addresses the accessibility of child care by helping it to be affordable. The program manager works with related state and community agencies and the division director to improve and manage the subsidy program. She/He also handles special challenges that relate to the subsidy program as they arise.

Grant Monitors

Grant monitors help monitor CCSD's grants to community child care support agencies, and they provide technical assistance to subsidy specialists in these agencies. They travel extensively, as needed. Each of two monitors oversees approximately half the community child care support agencies, and reports directly to the child care subsidy program manager.

8.L. Vermont Department of Education Program Administrator and Consultant

The Vermont Department of Education administers several programs for young children, including:

- Essential Early Education (special education for children 3-5 years old);
- Early Education Initiative (for preschool children at risk of school failure);
- Early Compensatory Education (for preschool or elementary school children who require supplemental learning assistance);
- Even Start (a family literacy program);
- Early Literacy Initiative; and
- programs related to public and independent education in kindergarten through grade three.

Job opportunities at the state level in early childhood are limited in number, and positions often encompass numerous responsibilities. Two levels of positions — *consultant* and *program administrator* — relate to early education services within the Department of Education.

Consultants often administer grants, provide training and technical assistance to the field, conduct research, organize professional development events, assist with legislation and policy development, and collaborate with other agencies and organizations to ensure a comprehensive system of early care and education.

Administrator positions may be part-time or full-time, and often focus on a single project or program. Responsibilities revolve around administering funds and assuring that specific program requirements are met. An example is the Even Start coordinator, who is responsible for

developing and monitoring the federally funded family literacy grant program.

Both consultants and administrators need a strong foundation in child development and early childhood education, including special education. They need to understand the variety and complexity of the programs and services within Vermont early education, as they work with professionals from diverse groups. They also need to be familiar with state and federal laws and regulations pertaining to the field.

8.m. Family, Infant and Toddler Project Director

The Family, Infant and Toddler Project provides services for infants and toddlers with disabilities and for their families under the Individuals with Disabilities Education Act (IDEA). The director administers the grant that funds the program, and supports the work of regional early-intervention teams across the state.

The director also administers grants for specific projects, reviews programs, monitors data collection, provides training and technical assistance to regional teams, agencies, and other providers, develops policy, and collaborates with various agencies and organizations to ensure a comprehensive system of services.

The position requires a person with a strong foundation in child and family development, and a solid understanding of Vermont's system of early care and education and family support.

The director is also familiar with pertinent state and federal laws and regulations.

8.n. Head Start/State Collaboration Coordinator

Working within state government in a federally funded position, the Head Start/State collaboration coordinator helps Head Start work more closely with others in the early childhood community.

The goal of the grant that supports this position is to assist at the state level in developing multi-agency and public-private partnerships. These partnerships encourage collaboration between Head Start and other programs, services, and initiatives, and aid Head Start's involvement in decisions that affect the program's target population.

This position requires a well-organized person with good communication skills, who has a solid understanding of Head Start and state early childhood and family support resources and systems.

THE BASICS

Head Start/State Collaboration Coordinator

There is one position, working within the Vermont Agency of Human Services.

Requirements include a bachelor's degree in education, public administration, or human services, along with four years' professional experience in public policy, management, or administration in human services or education, preferably with child and family services.

Salary is in the mid-$30,000 range. Standard benefits package for state employees.

THE BASICS

Family, Infant and Toddler Project Director

The one full-time position in Vermont is funded by a federal grant, and works from from the Department of Health's office for Children with Special Health Needs.

The job requires a bachelor's degree in education, human services, or a health care profession, with course work in early childhood development and in family systems. The director also needs four years' professional experience in working with adults and children with special needs, and with their families; and two year's administrative experience in a supervisory position. A master's degree in education, human services, or a health care profession may substitute for two years' professional experience.

The salary is in the mid-$30,000 range. The position is grant-funded through a non-profit agency, so benefits follow those of the non-profit agency.

9. PROFESSIONAL DEVELOPMENT SERVICE PROVIDERS

THE BASICS

Advisor/Tutor/Mentor
Qualifications range from experience in the field to a master's degree required.

CDA advisors need a CDA credential, or an associate's or bachelor's degree in early childhood or a related field, with at least 12 semester hours in early childhood education or development of children from birth through age five.

Salaries for advisors, tutors, and mentors vary according to individual arrangements; average hourly pay is $14. No benefits, except for some training and technical support provided by some programs.

9.A. CHILD CARE TRAINER (RESOURCE DEVELOPMENT SPECIALIST)

This description appears as 7.b., on page 27.

9.B. ADVISOR/TUTOR/MENTOR

An advisor, tutor, or mentor in the field of early childhood has considerable knowledge and experience and is willing to share it in a respectful way with someone newer to the field. This work can contribute to the professional development of the person who advises as well as the person who is advised. As more programs of this type are developed, mentoring may well become an important part of the education, training, and support for many Vermont early childhood professionals.

Most people who act as advisors, tutors, or mentors observe the person they are advising at work and then provide feedback based on their observations, talking with the advisee both face-to-face and by phone. When the advising relates to college work, consultation meetings and review of written work usually replace on-site observation.

Successful advisors, mentors, and tutors couple an understanding of adult learning and communication techniques with extensive knowledge of issues in early childhood care and education. The mentor also has a broad knowledge of the resources available to both the advisor and the advisee.

This kind of work is often a satisfying extension of another, related job, or it may be a full-time activity. Most people do advising part-time.

Peer Mentor

A colleague who holds the same job or position, and works with someone newer to that position, is called a peer mentor. The peer mentor formally acknowledges his/her support of another person, and is willing to share his/her expertise.

CDA Advisor

Offered through the Council for Early Childhood Professional Recognition in Washington, D.C., the Child Development Associate credential (CDA) is a nationally recognized credential which affirms that an early childhood professional can provide

safe and developmentally appropriate care for children. The CDA advisor serves as a professional resource for people who are applying for the CDA, assisting them through the assessment process and observing their work with children and families. After these observations, the advisor meets with the candidate to provide oral feedback and a written report.

For more information on CDA advising, call your area's community child care support agency (see Resources), and ask to speak with the child care trainer.

9.C. INDEPENDENT CONSULTANT

Independent early childhood consultants work with adults who care for young children, such as child care providers, parents, or elementary school teachers. Organizations such as Head Start, child care centers, state agencies, child care training programs, and parent-teacher associations occasionally hire consultants to share their expertise through workshops, lectures, on-site observation and evaluation, and/or discussions.

Some consultants hold other jobs and provide training and technical assistance when asked, perhaps once a month. Other consultants promote their service, and work more full-time.

The consultant needs an in-depth knowledge of a particular area or areas in the field, along with excellent presentation skills and the motivation to market his/her services. Developing brochures and fliers, updating and improving written materials, doing research, preparing for presentations, and networking with the early childhood community all require time and financial investment. If the consultant's work is well-accepted, 85 percent of her/his business can come from repeat customers.

Consultants are generally self-employed and pay federal self-employment tax of 14 percent, along with other state and federal taxes. Consultants are often members of early childhood organizations, such as the Vermont Association for the Education of Young Children. There is currently no statewide association of early childhood consultants.

9.D. AMERICORPS MEMBER IN THE ACTION FOR CHILDREN TODAY PROGRAM

AmeriCorps is a national program that encourages grassroots efforts to improve communities and the country. Members working in the AmeriCorps Action for Children Today (ACT) program in Vermont work on improving child care. Members work through a host agency, going into communities to carry out projects they have developed with CCSD site supervisors and staff of the Regional Child Care Support Agency or another community program.

Vermont ACT projects in 1997 included providing on-site technical support for child care providers, conducting educational workshops for care providers and parents, and participating in activities that increase public awareness of the importance of child care for children, families, and communities.

Members need to have a good understanding of child development, good communication skills with adults, and the ability to work independently in a way that also shows collaboration with other people in the early childhood field. Members earn a modest AmeriCorps stipend plus credit for the costs of college. The year of service begins September 1.

THE BASICS

AmeriCorps ACT Member

There are currently four positions in Vermont. More may become available.

An associate's degree or equivalent experience is the minimum requirement. More experience and education in the field is generally preferred.

Members earn a stipend of $8,340 per year.

Benefits include a $4,725 award toward college education, and health insurance.

THE BASICS

Early Childhood Consultant

Expectations for a consultant's education and experience depend on the topic and the need. Most consultants have bachelor's, master's, or doctoral degrees; many also have relevant experience in the field.

Salary is negotiated by the consultant and the hiring organization; it ranges from $0-$1,000 per hour, plus expenses. No benefits are included, except as paid for by the consultant.

THE BASICS

College or University Faculty

Nine Vermont colleges and universities employ faculty who teach or advise students in the fields of early childhood and/or elementary education.

A master's or doctorate degree is required. Colleges and universities may also require experience in such areas as grant writing, research, or publication.

Salaries range from an approximate average payment of $1,200, with no benefits, for a three-credit course taught by an adjunct professor to a yearly salary of more than $50,000, with full benefits, for an experienced full-time professor. Benefits vary according to the institution and whether the faculty member is adjunct, part-time, or full-time.

9.E. COLLEGE OR UNIVERSITY FACULTY

Full-time faculty at a college or university have extensive knowledge in their chosen field and are responsible for designing and teaching six to eight courses, advising students, supervising students in field placements, administering lab courses and projects, and fulfilling other responsibilities such as committee work, research, grant writing, and/or writing for professional publications.

Faculty positions are ranked in this order: *lecturer, instructor, assistant professor, associate professor*, and *professor*. A *department chair* is a faculty coordinator who is also a full-time professor. She/He is usually responsible for coordinating the department's scheduling and sequencing of courses, convening and facilitating meetings, assigning advisors to students, coordinating personnel activities, supervising staff, and helping develop the budget. *Adjunct faculty* teach part-time, usually only one or two classes, and in general do not have the added responsibilities of full-time faculty members.

All faculty are expected to keep up with current issues trends, research, and practice related to their field; to organize and convey that knowledge; and to have strong writing and communication skills. Many faculty act as community resources, offering training, consultation, or technical assistance to those working in early childhood, along with serving on regional, state, and national committees.

Faculty may teach on or off campus. They may supervise students who are fulfilling practicum and student-teaching requirements, either on campus at college lab schools or off campus in the community.

10. HOME VISITORS AND OUTREACH WORKERS

For a variety of Vermont early childhood programs and agencies, home visitors — also known as outreach or family workers, resource parents, and early interventionists — make a direct connection with the family.

Although they play a variety of specific roles, home visitors in general are people with a strong base of knowledge about early childhood issues, needs, and services who visit families to offer information, connect parents and children with appropriate services, encourage active parent involvement in early care and education, model positive behaviors with children, and in general promote stronger families.

Home visitors and outreach workers may help put together a network of services for the families they visit. They are well-organized and knowledgeable about the full range of programs and other assistance available in their area. They also understand adult and child development and family systems. As skilled questioners, observers, and communicators, they are able to recognize and build on a family's strengths, especially in challenging situations. Flexibility and a positive attitude are important, as is the recognition that — no matter what professional services are available, or how much they may be needed — parents are the most important people in children's lives.

10.A. PARENT CHILD CENTER HOME VISITOR

Vermont's 16 parent child centers employ home visitors, and each assigns them somewhat different responsibilities, depending on the programs the center offers. Some centers call this position *family support worker* or *family service provider*. Whatever the job title, every home visitor is responsible for providing services that are family-centered, responsive to a family's needs, and blended from a variety of programs, so that each family receives what it needs.

The home visitor is knowledgeable about the programs offered by the parent child center, as well as other programs and services. The home visitor's goal is to build a positive relationship with each family, ensuring that the services it needs come as much as possible through this single individual.

10.B. FAMILY, INFANT AND TODDLER PROJECT POSITIONS

The Family, Infant and Toddler Project of Vermont is a family-centered, coordinated system of early intervention services for families and their very young children ages birth to 3 who have a delay, or a condition that may lead to a delay, in their development. Vermont has 12 regional Family, Infant and Toddler Projects across the state. Each regional project team of the Family, Infant and Toddler project includes an *early interventionist*, a *community resource parent*, a *social worker*, and other people working in the field of early intervention — parents, Essential Early Education (EEE) staff, physical therapists, occupational therapists, speech/language pathologists, nurses, dietitians, and/or others.

THE BASICS

Parent Child Center Home Visitor

Each of Vermont's 16 parent child centers employs at least one home visitor, sometimes called a family support worker or family service provider. Jobs vary from part- to full-time.

Most centers look for a bachelor's degree in early education, child development, or a related field. Experience is preferred but not always required.

Salaries average $10 per hour for year-round work. Benefits vary among centers.

THE BASICS

Early Interventionist

Each of Vermont's 12 Family, Infant and Toddler Project programs has at least one early interventionist. Many Essential Early Education programs in the public schools also provide early intervention services, in coordination with the Family, Infant and Toddler Project.

Most early interventionists have a bachelor's or higher-level degree. There is currently no required license or credential for this job. Ongoing training is offered locally, regionally, and statewide.

Salary and benefits are determined by the community agency that hosts the Family, Infant and Toddler Project. Annual full-time equivalent salaries range from $20,000-$47,000, based on experience and the host agency's policy. Not all positions are full-time.

Early Interventionist

An early interventionist has knowledge, experience, and skills in working with children under age three who have disabilities or developmental delays, along with their families, and is also skilled at collaborating with others. Within the Family, Infant and Toddler Project, early interventionists work with a team to help coordinate and provide these services:

- Conducting "child-find" activities to locate and screen children who may be eligible for services, and to raise awareness of the project and its services in the area.
- Assessing children who may be eligible for services and working with the family to write an Individualized Family Service Plan (IFSP), which outlines the services that the child and family will receive.
- Providing services to support the family and the child's development at home visits, play groups, and/or other activities.
- Coordinating services, providing resource and referral information, and integrating services to best meet each family's needs.
- Providing information and support that help each child transition to other services when he/she reaches three years old.
- Working with regional teams and collaborating with other agencies and service providers to best meet the needs of families served by the project.
- Collecting and providing data and documentation for the project's host agencies as requested.

Social Worker

The social worker coordinates services for referred infants and toddlers, and their families, who have medical concerns. The social worker provides information and data to the core team; acts as a liaison between families, early childhood service providers, and medical providers; consults with families on health care financing, helping them find financial resources and services; maintains and researches information about medical diagnoses and concerns; and supports families' priorities that relate to their child's medical needs.

Project social workers also perform outreach and education activities for community residents, programs, and organizations. They collaborate and communicate with other agencies and organizations to ensure coordinated community-level services. They help provide training and information as requested.

THE BASICS

Social Worker

There are eight positions in the Family, Infant and Toddler Project in Vermont, most of them part-time.

Social workers need a master's degree in social work (M.S.W.), along with experience in working with children who have special health needs.

Salaries range from $13-$17 per hour. Benefits vary according to whether the social worker is directly employed by the state, or works on a contract arrangement.

Community Resource Parent

The community resource parent is an experienced and knowledgeable parent who works with families whose children are eligible for services of the Family, Infant and Toddler Project. His/Her responsibilities may include making home visits; bringing information to the core team to help determine eligibility; helping put together the multidisciplinary assessment; helping families find and use all the services, supports, and funding sources to meet their needs; consulting with service providers, and helping plan the transition to preschool or other services.

The resource parent provides information and advice for parents who would like to participate in the project's advisory councils and boards. He/She also performs outreach and education activities, collaborates and communicates with other agencies and organizations, helps form support groups when appropriate, and advocates for children and their families.

10.c. HEAD START POSITIONS

Head Start takes a team approach to providing its integrated services to low-income children and their families — and although job titles and responsibilities vary among programs, three types of positions involve direct work with families: the *family advocate*, the *parent educator*, and the *home visitor*.

Family Advocate

Beginning with their application process, this person builds a partnership with each Head Start family and continues to help meet the family's needs during its participation in the program. Among other responsibilities, the family advocate helps to coordinate medical, dental, vision, and hearing screenings and follow-up services, including transportation to appointments with local providers. He/She also coordinates and facilitates parent conferences; promotes family involvement in the program; works with the disability coordinator on services for children with disabilities; ensures that records for families are maintained; and ensures that the program environment is inviting and safe for children and families.

The family advocate often represents the Head Start program at community meetings and in collaborativons with local groups, agencies, and other service providers.

Parent Educator

The parent educator's job is very similar to the family advocate's, with a special focus on promoting family involvement in the Head Start program. The parent educator encourages family participation in program and community activities; helps staff and parents organize and carry out parent group activities and training opportunities; and helps create and implement community training opportunities, streamlined services, and collaborative projects.

Both the family advocate and the parent educator work flexible hours, and travel within the program area. They must be able to communicate both orally and in writing, and to build positive partnerships with a variety of families.

Home Visitor

The home visitor works in the homes of participating families, building an active partnership with them that centers on their children's learning and development. She/He brings a positive attitude, knowledge of child development, good communication skills, and an ability to relate to and support a wide variety of people.

The effective home visitor is interested in children and enjoys them. He/She is flexible, adaptable, and comfortable working in teams; is able to focus on a whole family while being aware of what is happening to its individual members; and is respectful of privacy and able to relate to a variety of family strengths, personalities, and development levels. Home visitors are able to learn from each family and follow its lead, yet can take control in difficult situations. Supporting cultural diversity is essential — and a sense of humor is also useful, as is the ability to work well with fellow team members and volunteers.

THE BASICS

Community Resource Parent

Each program employs a community resource parent.

This position requires a parent of a child with special needs, who also has communication skills and knowledge of available resources.

The salary is in the range of $11.50 per hour. Most community resource parents work part-time.

THE BASICS

Head Start Family Advocate/ Parent Educator

Each of Vermont's seven Head Start programs has at least one position of this type.

An associate's degree in early childhood education or related field is preferred. A Child Development Associate or similar credential, with successful experience in record-keeping, supervision, home visiting, and team building is usually required.

Salary is based on education and experience; entry level is about $10 per hour, for the nine-month school year. Benefits vary among Head Start programs.

THE BASICS

Head Start Home Visitor
Each of Vermont's seven Head Start programs has at least one position of this type.

A high school diploma or GED is required; experience in social service, adult education, and/or early childhood education is preferred.

Salary is based on education and experience. Entry level is $7-$8 per hour, for the nine-month school year. (Early Head Start is year-round.) Benefits vary among Head Start programs.

10.D. SUCCESS BY SIX HOME VISITOR

Success by Six is a collaboration by the Vermont Department of Education and Agency of Human Services that helps communities coordinate services for young children and their families within each of 16 regions around the state (page 9). As part of Success by Six's purpose, which is to celebrate the birth of every child in Vermont and to recognize and support parents for the critical job they do, parents of newborns in each community are offered one "Welcome Baby" home visit.

The Success by Six home visitor is a person from the community who brings information about local resources and welcomes the baby and the family to the early childhood community. Visits last up to one hour. (Families may also choose not to have a home visit, but instead to pick up the program's resource materials at their local library.) Eventually, these visits will be available in all Vermont communities.

The home visitor receives a brief training from the regional Success by Six program on community resources, confidentiality, respect for families, and home visitor safety. Effective home visitors are aware of the services in their area; they have practical experience with children, a working knowledge of early childhood, and a friendly, nurturing presence. Because visits are scheduled at the convenience of families, home visitors must have transportation and a flexible schedule.

THE BASICS

Success by Six Home Visitor
There are 16 Success by Six regional programs.

No specific credential is required for this work, but experience and knowledge of early childhood, and familiarity with home visiting, is preferred. Home visitors receive a brief training by program staff.

This is not a full-time job. Welcome Baby home visits may be integrated into other job responsibilities, or paid a stipend of $10 per visit.

III. CREDENTIALS, ACCREDITATION, AND LICENSURE

Credentials, accreditation, and teacher licensure are formal recognitions of a certain level of competence and/or training and education. Those noted in this publication are recognized both statewide and across the country. Except for teacher licensure in the public schools, the credentials, accreditation, and licensure described in this section are optional for early childhood professionals and programs in Vermont — yet these are important landmarks toward which all professionals and programs are well-advised to strive.

Individuals seeking credentials, or programs seeking accreditation, may want to call the several organizations listed in the Credentialing, Accreditation, and Licensure section of the Resources chapter. Each of these organizations can provide information to help determine which credential may best serve the individual, or which accreditation process is right for a particular program.

Credentials

Credentials are awarded to *individuals* who have demonstrated skills and abilities in important aspects of their profession. Early childhood credentials are based on a series of indicators, including education, experience, and performance. The credentialing process is a means of gaining recognition for a person's achievements as an early childhood professional. It can play a key part in enabling the professional to achieve career advancements and goals — in early childhood or in a related field.

A well-known credential is the Child Development Associate, or CDA, from the Council for Early Childhood Professional Recognition. To earn a CDA, a person who is currently working in the field attends classes and trainings and prepares a resource file that demonstrates her/his competence in several areas. Another credential is the Child Care Professional (CCP) from the National Child Care Association. Both credentialing organizations are listed on page 56.

Accreditation

This is a voluntary process which affirms that an early childhood *program* meets the official requirements of an accrediting organization.

The accreditation process offers programs the opportunity to conduct a thorough examination of itself, based on recognized quality standards. Accreditation involves management, teachers, staff, parents, and children. The process may include a comprehensive self-study, a "verification visit" by a qualified person, and surveys of parents and staff conducted by peer professionals.

A program accreditation is a worthy goal. It certifies that the program meets or exceeds quality standards in the care and education of young children.

Teacher Licensure

Anyone who wishes to teach in a Vermont public school must hold a teacher's license from the Vermont Department of Education. To earn a license, a person must successfully complete a teacher education program approved by the State Board of Education, possess a teacher license from another approved state, or undergo a peer review process by the Standards Board for Professional Educators.

The person may also need to demonstrate knowledge and competence in several areas that relate to the specialized "endorsement" being sought. For example, a person applying for an Early Education license needs to be able to identify student learning skills, to develop materials and use methods for carrying out a curriculum, and to select and use assessment tools and procedures that relate to providing services for children with special needs.

To learn more about teacher licensure, call the Vermont Department of Education at 828-2445.

These are important landmarks toward which all professionals and programs are well-advised to strive.

IV. PLANNING YOUR PROFESSIONAL DEVELOPMENT

Taking a conscious and thoughtful approach to professional development benefits not only the person who works in early childhood, but — even more important — the children and families that she/he serves.

The quality of Vermont's early childhood system depends very largely on the knowledge, experience, and training of the people in the field. Everyone who works with young children and families needs a basic understanding of child development and early education. As professionals take on new responsibilities, striving to make their work and their careers more rewarding and fulfilling, they always need to expand their knowledge and skills.

Continuing education and professional development is the key way to do that. Taking a conscious and thoughtful approach to professional development benefits not only the person who works in early childhood, but — even more important — the children and families that she/he serves.

The Individualized Professional Development Plan

Your investments of time and expense in professional development will be most effective when you know what you want (and need) to learn, and when you get involved in active learning activities that center on your own interests, needs, and goals. To make the most of the time that any professional has for continuing learning, it is highly advisable to create an Individualized Professional Development Plan, or IPDP.

IPDPs have been an integral part of Vermont's public education system of teacher licensure for many years, and their application elsewhere in the field of early childhood makes perfect sense. Since no two people are identical in their interests, skills, or knowledge, no single plan for professional growth will work for everyone. Instead, the IPDP process offers you, as an individual, an effective means for designing a plan that can guide you toward your own goals.

The IPDP is more a process than a single document. Guided by a framework for professional development (see the next section of this chapter), it becomes a personal plan for improving your knowledge and skills as you address four aspects of professional growth — each of which you continue to address, in an ongoing cycle:

1. Assessing your current interests, knowledge, and skills.
2. Identifying specific areas for improvement.
3. Developing strategies and resources.
4. Creating opportunities to reflect on and demonstrate how you have grown professionally.

Guiding Professional Development within a Program

This structured IPDP process can also be useful to entire programs, as they develop plans for continuous improvement or seek to meet specific needs of children and families. Administrators can review the IPDPs of staff members before organizing training activities that benefit both individual staff members and the whole program. Parents can review program-wide improvement plans, then provide their thoughts on how their children can best be served.

Finally, program and individual plans can be reviewed to help coordinate regional training sessions, so that relevant and necessary professional development opportunities can be provided in an efficient, cost-effective manner.

The Framework for Professional Development

The IPDP is most useful, relevant, and complete when it is shaped by some type of framework for professional development. The *Vermont Framework for Professional Development in Early Care and Education* is one such structure.

The Vermont Framework identifies seven broad areas of knowledge and skills that are generally considered essential for a competent professional. These are Child Development, Health and Prevention, Learning Environments, Effective Teaching and Nurturing, Parent Partnership, Ethics and Professional Behavior, and Program Management.

Other frameworks — specifically those defined in the Child Development Associate (CDA) credential and the Vermont Standards for Educators — are equally valid for constructing an IPDP. The following illustration shows the broad areas of knowledge and skills identified by each of these three frameworks.

Preparing an Individualized Professional Development Plan

The IPDP is more a living document, periodically changing in pace with your developing goals and growth, than a finished product. Getting everything in order may seem daunting at first, but most people find that preparing their plan for the first time gives them a sense of accomplishment, clarity, and satisfaction. It may be helpful to view your IPDP as a "road map" that lets you guide, track, and review your professional progress.

EIGHT STEPS FOR DEVELOPING AND IMPLEMENTING YOUR IPDP:

1. Define who you are, what you currently do, and what you want and need in order to succeed in your work — now and in the future.

This task need not be intimidating if you approach it as a brainstorming session. Sit down with a blank sheet of paper and jot down whatever comes to mind.

2. Find a mentor or a knowledgeable colleague.

Professional growth is best accomplished as a cooperative effort. By asking for help from someone you respect, you are starting to create a system of information, guidance, and support for your own learning and growth. Your mentor or knowledgeable colleague may be your supervisor, a colleague from another program, a former teacher or professor, a child care trainer, or anyone else who is able to provide you with useful, well-informed, honest feedback.

3. Assess your current knowledge and skills.

You can conduct an initial assessment of your knowledge and skills in relation to the Vermont Framework for Professional Development in Early Care and Education, an alternative framework, or your current job description. Programs or individuals may choose to develop their own form of self-assessment, adopt a generic form based on the Vermont Framework, or use some other form of competency-based assessment checklist.

Questions for your self-assessment might include:

- Do I fully understand all the aspects that this field of knowledge is addressing?
- Am I familiar with the theory and research in this area? Could I explain it clearly to other professionals and parents?
- How skillful am I when dealing with situations in this area? For what new or continuing situations would I like to be better prepared?

Most people find that preparing their plan for the first time gives them a sense of accomplishment, clarity, and satisfaction.

It will be easier to attain your goals if you focus your energy, rather than trying to do everything at once.

- How would others in the field view my knowledge and skills?

4. Review your self-assessment.

Meet with your mentor or knowledgeable colleague to review, reflect, and discuss what you have come to realize about yourself.

5. Design an Individualized Professional Development Plan.

Based on the results of your self-assessment and review, you can now develop an IPDP that targets areas for your personal professional development. This plan closely relates to the competencies outlined in your selected framework, to your future goals, and to the needs of the program where you work.

Your plan should address:

- Core areas of knowledge: those that are vital for your work, present and future.
- Specific parts of these areas where you need new learning.
- Strategies for attaining new information and skills (attending workshops, taking courses, visiting other programs or professionals, reading articles and journals, working with a mentor, etc.).
- Resources you will need (time, money, mentors or peer models, etc.).
- A timeline for accomplishments.

One suggestion: Keep your goals for new learning to a reasonable number. It is easy to become overwhelmed with wanting too many things for yourself. Once you have brainstormed a list of areas in which to grow, you may want to select the three or four you feel most strongly about. Once you have accomplished these, you can work on the others. It will be easier to attain your goals if you focus your energy, rather than trying to do everything at once.

6. Improve your professional knowledge and skills.

Using your plan for guidance, identify and participate in a variety of appropriate, interactive activities that will promote your professional growth. A mentor can be especially helpful at this stage.

7. Document new learning and growth.

You can record and reflect on your increased knowledge and skills using an appropriate format that documents both the activity (workshop, course, seminar, etc.) and the learning (what you learned and how you will apply it). This documentation will be particularly important if you need to transfer your knowledge and skills to a new position in a different setting — for example, by moving as a kindergarten teacher from a private child care center to a public school.

You may find that workshop presenters will provide you with some form of certificate or documentation that can be kept in your IPDP file, or you can use the sample on page 50. Most Vermont community child care support agencies will be starting to use this form in 1998.

8. Recognize and celebrate your growth.

Periodically repeat the self-assessment to note how you have grown professionally. As you may have already realized, the IPDP can show you not only where to go, but also how far you've come. Be prepared, however: The more you know, the more you will want to learn!

THE VERMONT FRAMEWORK FOR PROFESSIONAL DEVELOPMENT IN EARLY CARE AND EDUCATION

Core Area	Content Levels	Suggested Topics	CDA Areas
Child Development	I. General Child Development Principles	• areas of development, ages & stages, individual differences, HeartStart	VIII
	II. Stage-Specific Behaviors & Expectations	• infant, toddler, preschool, school age, special needs considerations	VIII
	III. Special Topics	• multiples intelligences, reactions to stress and trauma, ADHD, etc.	II, III, VIII
Learning Environments	I. General Conditions	• safety & health considerations, environmental hazards, regulations and guidelines, first aid, CPR, nutrition	I
	II. Designing Spaces	• stage appropriate room arrangement, selecting equipment and materials, learning centers, resources	I, II, III
	III. Adapting The Environment For All	• inclusion/least restrictive environment, modification for special needs	I, II, III
Effective Teaching & Nurturing	I. Organizing the Program	• philosophy & goals, daily scheduling & planning, transitions	I, V, VIII
	II. Developing & Conducting Experiences to Promote Growth & Development	• developmentally appropriate practices, lesson planning, integrated curriculum development, value of play, multi-culturalism/ diversity	I, II, III, VIII
	III. Teaching Strategies & Behavior Management	• effective teaching behaviors, individual/small/large group, common behavior problems & behavior management techniques	II, III
	IV. Documenting Growth & Learning	• observation, recording, screening & assessment techniques, interpretation of test results	VII
Parent Partnership	I. General Principles of Family Development	• types of families, parental values & expectations, family transitions, family-centered services	IV
	II. Communicating with Parents	• home visits, conferences, written reports, newsletters, family involvement, negotiating common goals for child	IV
	III. Special Issues	• divorce, single parenting, working parents, adoption, substance abuse, poverty	III, IV
Ethics & Professional Behavior	I. Code of Ethics	• professional responsibilities, confidentiality, mandated reporting, legal implications & risk management, professional development	VI
	II. Community Involvement	• networking, referrals, advocacy, community resources, professional associations	V, VI
	III. Mentorship	• benefits, techniques	V, VI
Program Management	I. Financial & Administrative Management	• staff selection, staffing patterns, supervision, evaluation, staff development, dealing with poor staff performance	V
	II. Personnel Development & Management	• budget development, files & recordkeeping, contracts & agreements, state & local laws, enrollment, legal issues, advisory boards	V, VI
	III. Leadership	• leadership styles, situational leadership, team building, advocacy & public relations	V, VI
Health and Prevention	I. Children's Well-Being	• typical health concerns, factors influencing children's well-being, developmental issues	I, II, VIII
	II. Health-Related Interventions	• identification of concerns, intervention actions, community resources	I, II, VII
	III. Prevention	• environmental, social, & personal approaches	I, II, III, IV

DOCUMENTATION OF PROFESSIONAL DEVELOPMENT

Topic/ Title

Presenter

Sponsoring Agency

Location

Format of Professional Development Experience::

❑ Training (Workshop) ❑ Course ❑ Site Visit ❑ Mentor Meeting ❑ Lecture/Presentation

❑ Other:

Date Length of Professional Development Experience: hours minutes

Description:

New Learning and Reactions:

Way(s) New Learning Will Be Applied To Practice:

Participant's Name

Presenter Signature/ Verification of Participation Date(s)

FIELDS OF KNOWLEDGE *(check all appropriate areas)*

Vermont Framework:

- ❑ Child Development
- ❑ Learning Environments
- ❑ Effective Teaching/Nurturing
- ❑ Health/ Prevention
- ❑ Parent Partnership
- ❑ Ethics/ Professional Behavior
- ❑ Program Management

Vermont Teacher Licensure:

- ❑ Learning
- ❑ Professional Knowledge
- ❑ Colleagueship
- ❑ Advocacy
- ❑ Accountability

Child Development Associate (CDA): *Assign approximate times allocated for each area to be addressed*

- ❑ Safe & Healthy Learning Environments
- ❑ Physical & Intellectual Development
- ❑ Relationships With Families
- ❑ Child Growth & Development
- ❑ Social & Emotional Development
- ❑ Program Management
- ❑ Observing & Recording Behavior
- ❑ Professionalism

KEYWORDS:

NOTES:

V. RESOURCES

These are some selected resources that will help you learn more about program services, career choices, and professional development opportunities. Unless shown otherwise, all phone numbers are within the 802 area code.

STATE AGENCIES

Vermont Child Care Services Division
241-3110; 1-800-649-2642
- General Child Care Training
  241-2198
- Information and Referral
  241-3107
- Child Care Subsidy Program
  241-3110
- Child Care Licensing
  —Licensing of Child Care Programs
  —Registration of Family Child Care Homes
  241-2158
- Child Care Consumer Concern Line
  1-800-540-7942

Vermont Department of Education
828-3111
- Teacher Certification/Licensing
  828-2445
- Early Childhood Special Education (EEE)
  828-5115
- Early Education Initiative (EEI)
  828-3892
- Even Start
  828-5159

Vermont Health Department
1-800-464-4343

COMMUNITY CHILD CARE SUPPORT AGENCIES

These agencies provide training, referrals, subsidy assistance, and other related services.

Addison County
Mary Johnson Children's Center
P.O. Box 591
Middlebury, VT 05753-0591
388-4304

Bennington County
Sunrise Family Resource Center
P.O. Box 1517
Bennington, VT 05201
447-3778

Caledonia & So. Essex counties
Umbrella
16 Main Street
St. Johnsbury, VT 05819
748-8645

Chittenden County
Child Care Resource
28 Commerce Street
Williston, VT 05495
863-3367 or 1-800-339-3367

Franklin & Grand Isle counties
The Family Center
75 Fairfield Street
St. Albans, VT 05478
524-6574 or 1-800-427-6574

Lamoille County
Lamoille Family Center
RD3, Box 2050
Morrisville, VT 05661
888-5229

Orange & N. Windsor counties
Child Care Project
6018 McNutt Hall
Hanover, NH 03755-3561
(603) 646-3233 or 1-800-323-5446

Orleans & N. Essex counties
North East Kingdom Community Action
7 Central Street
P.O. Box 346
Newport, VT 05855
334-4072

Rutland County
Rutland County Parent Child Center
61 Pleasant Street
Rutland, VT 05701
775-9711 or 1-800-480-9711

So. Windsor County
Springfield Area Parent Child Center
22 Myrtle Street
Springfield, VT 05156
885-5242 or 1-800-808-4442

Washington County
The Family Center of Washington County
32 College Street
Suite 100
Montpelier, VT 05602
828-8772

Windham County
Windham Child Care Association
30 Birge Street
Brattleboro, VT 05301
254-5332 or 1-800-244-5332

EARLY CARE AND EDUCATION PROGRAMS

HEAD START

Addison County Head Start
388-9881

Bennington Head Start
442-3686

CVCAC
(Central Vt. Community Action) Head Start
(Washington, Orange, and Lamoille counties)
479-1053 or 1-800-639-1053

CVOEO
(Champlain Valley Office of Economic Opportunity) Head Start
(Addison, Chittenden, Grand Isle, and Franklin counties)
872-2885

Early Education Services
(Early Head Start)
(Windham County)
254-3742

5-C
(Consumer Controlled Community Child Care)
(Windham and Windsor counties)
463-1402

NEKCA
(Northeast Kingdom Community Action) Child and Family Development Program
(Essex, Orleans, and Caledonia counties)
334-7316

Rutland County Head Start
775-8225

Success by Six
Addison County *388-3171*
Barton *525-6244*
Bennington *442-5502*
Brandon *247-4418*
Brattleboro *254-9469*
Chittenden County *864-8523*
Grand Isle *796-3013*
Franklin County *868-4457*
Orange County *728-5059*
Morrisville *888-3101*
Hartford *296-2545*
Rutland *773-1917*
St. Johnsbury area *748-8997*
Springfield *885-5242*
Washington County *828-8767*
Northeast Kingdom *334-7316*

STATEWIDE ORGANIZATIONS

Child Care Fund of Vermont
863-4188
fax: 863-5920
e-mail: jcadwall@dmh.state.vt.us
A component fund of the Vermont Community Foundation, the Child Care Fund of Vermont (CCFV) seeks to build a long-term, sustainable base of financial and moral support to strengthen and improve child care in Vermont. CCFV promotes quality improvement and long-term financing of child care, and public awareness of child care issues.

Child Care Providers Association
P.O. Box 1002
Williston, VT 05495-1002
A statewide professional association helping child care providers get the support and information that enables them to provide safe, healthy, nurturing, quality child care while receiving an income and benefits available to many other employed people.

Migrant Education Program of the Rural Education Center
1-800-639-2023
Educational services including child advocacy for children of transient agricultural workers.

Parents Assistance Line
1-800-PARENTS
Phone consultation and information packets for parents and people who work with families.

Prevent Child Abuse Vermont
1-800-639-4014
Parents Anonymous groups; Parents' Stress Line for support; Nurturing Parent, Teen and Child Programs; The Vermont Parents' Home Companion and Resource Directory; Programs to prevent child sexual abuse for schools and families; resource library for parents and professionals; workshops for teachers and school administrators, and Learning Lunches for businesses.

Resort Child Care Association
228-4041
Consortium of ski area child care directors and staff who plan annual Resort Child Care Conference. Offers yearly 30 hour child care course for teacher assistants working in non-recurring child care programs.

Vermont Association for Supervision and Curriculum Development
c/o Chittenden Central SU
7 Meadow Terrace
Essex Junction, VT 05452
878-1373

Vermont Association for the Education of Young Children (VAEYC)
P.O. Box 5656
Burlington, VT 05402-5656
vaeyc@together.net
A membership organization whose purpose is to improve the education and care of young children in Vermont. The Vermont affiliate of the National Association for the Education of Young Children.
Annual conference; Conference for Leaders; advocacy, Week of the Young Child coordination, catalog of resources and services, quarterly newsletter; journal, Young Children, and voting membership.

Vermont Association of Child Care Resource and Referral Agencies (VACCRRA)
482-4400
The 12 child care resource and referral agencies in Vermont link together in VACCRRA to help ensure the quality of child care referral and resource-development services for parents and child care providers.

Vermont Association of Special Education Administrators
c/o Washington Central Supervisory Union
RR3 Box 6685
Barre, VT 05641
229-0553

Vermont Children's Forum
P.O. Box 261
Montpelier, VT 05602
229-6377
fax: 229-4929
A non-profit, member-supported organization that advocates for children's issues, promotes a legislative agenda, with updates, publishes The Vermont Kids Count Data Book, and organizes an annual conference.

Vermont Council of Teacher Educators
e-mail: vt-cte@list.uvm.edu
A collaborative, voluntary group of teacher-education faculty from Vermont colleges and the University of Vermont, who work together to advance the cause of excellence in Vermont teacher education.

Vermont Educators for Developmentally Appropriate Practice
RD3 Box 439
Jericho, VT 05465
e-mail: djameson@zoo.uvm.edu
Works to bridge the gap between non-public schools and public schools concerning developmentally appropriate practices. Affiliated with VAEYC and VT NEA.

Vermont-NEA
10 Wheelock St.
Montpelier, VT 05602
223-6375
Professional development organization for teachers and education support personnel, with voluntary membership, also involved in advocacy. Affiliated with the national NEA.

Vermont Superintendents' Association
2 Prospect St.
Montpelier, VT 05602
229-5834

Vermont Principals' Association
2 Prospect St.
Montpelier, VT 05602
229-0547

Vermont Principals' Center
Craftsbury Academy
P.O. Box 73
Craftsbury, VT 05827
586-2541

COLLEGES AND UNIVERSITIES

Call or write each of these colleges and universities to learn more about the early childhood programs, degrees, and continuing education they offer.

Bennington College
Bennington, VT 05201
442-6349

Castleton State College
Castleton, VT 05735
468-5611 or 1-800-639-8521

Champlain College
P.O. Box 670
Burlington, VT 05402
658-0800 or 1-800-570-5858

College of St. Joseph
Clement Road
Rutland, VT 05701
773-5905

Community College of Vermont
Box 120
Waterbury, VT 05676
241-3535 or 1-800-228-6686
Classes in Bennington, Brattleboro, Burlington, Middlebury, Montpelier, Morrisville, Newport, Rutland, Springfield, St. Albans, St. Johnsbury, and White River Junction.

Goddard College
Plainfield, VT 05667
454-8311

Lyndon State College
College Hill
Lyndonville, VT 05851
626-9371

Springfield College School of Human Services
Emerson Falls
RD2 Box 66
St. Johnsbury, VT 05819
748-5402

St. Michael's College
56 College Parkway
Winooski, VT 05404
654-3000

Trinity College
208 Colchester Avenue
Burlington, VT 05401
658-0337

University of Vermont
85 Prospect St.
Burlington, VT 05405
656-3131

Vermont College of Norwich University
Adult Degree Program
36 College St.
Montpelier, VT 05602
1-800-332-1987

TECHNICAL SCHOOLS OFFERING EARLY EDUCATION

Applied Technology Center at St. Johnsbury Academy
7 Main Street
St. Johnsbury, VT 05819
748-8171

Barre Regional Vocational Technical Center
155 Ayers Street
Barre, VT 05641
476-6237

Burlington Technical Institute
52 Institute Road
Burlington, VT 05401-2721
864-8426

Essex Technical Center
3 Educational Drive
Essex Junction, VT 05452
879-5562

Hannaford Career Development Center
Charles Avenue
Middlebury, VT 05753
388-3115

Hartford Career and Technology Center
Saunders Avenue
White River Junction, VT 05001
295-8630

Lamoille Area Vocational Center
P.O. Box 304
Hyde Park, VT 05655
888-4447

Northwest Technical Center
71 South Main Street
St. Albans, VT 05478
527-0614

Riverbend Career and Technical Center
P.O. Box 618
Bradford, VT 05033
222-5212

Randolph Area Vocational Center
17 Forest Street
Randolph, VT 05060
728-9595

Southeastern Vermont Career Education Center
Fairgrounds Road
Brattleboro, VT 05301
257-7335

Southwest Vermont Career Development Center
Park Street
Bennington, VT 05201
447-0220

Technical Center at Springfield
303 South Street
Springfield, VT 05156
885-8484

PROFESSIONAL DEVELOPMENT

For a listing of professional development activities (workshops, conferences, courses) in your area, contact the area's community child care support agency (see page 52).

ERIC (Education Resource and Information Center): See Web sites, page 56.
A national clearinghouse site that is searchable, using key words, for a wide of variety of topics relating to education, with a focus on child development, caring for young children, and parenting.

Family, Infant and Toddler Project
1-800-870-6758
Information and a range of supports and services for infants and toddlers who have a developmental delay or a health condition that may lead to a developmental delay, and for their families.

Head Start: See page 53.

Starting Points home page
See Web Sites, page 56.
A Vermont web site for educators and parents that addresses diverse topics and events relating to children from birth through age 8.

Stern Center for Language and Learning
20 Allen Brook Lane
Williston, VT 05495
1-800-544-4863
878-2332
Services include seminars and course work on technical aspects of learning to read.

VAEYC: See page 53.

Vermont Council on the Humanities
17 Park Street
RR1 Box 7285
Morrisville, VT 05661
888-3183
Develops and supports initiatives that include the earlyliteracy program "Never Too Early."

Vermont Parent Child Center Network
828-8782
Information about family education and support programs in local areas, training and technical assistance for family service workers, and program administration.

FINANCIAL ASSISTANCE

[If you are currently employed, check with your employer to see if there are company funds available for continuing education.]

Small Business Administration
Montpelier
828-4422

Vermont Child Care Services Division Grant Program
241-3110

Vermont Student Assistance Corporation
655-2062 or 1-800-642-3177;
TTD: *1-800-281-3341*
A public, nonprofit corporation that provides information, counseling services, and financial aid so that Vermonters can continue their education and training after high school. Services are available:

- *to help parents plan ahead for their children's education after high school;*
- *for "traditional" students — those who go on to college or a training program right after high school;*
- *and for "nontraditional" students — older students pursuing a degree or training program.*

CREDENTIALING, ACCREDITATION, AND LICENSURE

Credentialing

Child Development Associate (CDA)
Council for Early Childhood Professional Recognition
1-800-424-4310 — or call local child care trainer or 828-8770 for information on Interactive TV CDA training programs.

Child Care Professional (CCP)
National Child Care Association
1-800-543-7161

Program Accreditation

National Association for the Education of Young Children/National Academy of Early Childhood Programs (NAEYC)
1-800-424-2460

National Child Care Association (NCCA)
1-800-543-7161

National Association for Family Child Care (NAFCC)
1-800-359-3817 or 515-282-8192

National Campus Child Care Association-National Coalition for Campus Children's Centers
(414) 528-7080

National School Age Care Alliance
(617) 298-5012

Teacher Licensure

Vermont Dept. of Education
828-2445

INFORMATION FOR PARENTS

Parents' Assistance Line
1-800-727-3687
Information, assistance, education, and referral services to all Vermont families and those involved with families.

Vermont Parent Information Center
639-7170
Provides families of children with special needs information and support regarding their child's disability, the education process, and community resources.

Parent to Parent of Vermont
1-800-800-4005 or 655-5290
A network of support and information for families who have children with a chronic illness or disability, or who have been born prematurely. The group's mission includes encouraging implementation of family-centered practices at all levels.

WEB SITES

(For more information about many of the organizations listed here, turn to next section, National Organizations.)

ADA and Disability Information
http://www.public.iastate.edu/~sbilling/ada.html

Bureau of Labor Statistics
http://www.bls.gov

Center for the Future of Children
http://www.futurofchildren.org

Child Care Aware
http://www.dhc.com/TargetWWW/html/child01.htm

Child Care Bureau,
U.S. Department of Health and Human Services
http://www.acf.dhhs.gov/ACFPrograms/CCDBG/index.html

Child Care Licensing (Vermont)
http://www.state.vt.us/srs/dclic/index.htm

Child Welfare League of America
http://www.handsnet.org/cwla

Children Now
http://www.dnai.com/~children/

Children's Defense Fund
http://www.tmn.com/cdf/index.html

Consumer Product Safety Commission
http://www.cpsc.gov

ERIC (Education Resource and Information Center)
http://ericps.ed.uiuc.edu/ericeece.html
A national clearinghouse that is searchable, using key words, for a wide of variety of topics relating to education.

National Association for Regulatory Administration
http://www.nara.licensing.org

National Association for the Education of Young Children
http://www.naeyc.org/naeyc

National Center for Children in Poverty
http://cpmcnet.columbia.edu/dept/nccp/

National Child Care Information Center
http://ericps.ed.uiuc.edu/nccic/nccichome.html

National Clearinghouse on Child Abuse and Neglect
http://www.calib.com/nccanch

National Resource Center for Health and Safety in Child Care
http://nrc.uchsc.edu

School-Age Child Care Project
http://www.wellesley.edu/Cheever/saccp.html

Starting Points
http://www.dsw.state.vt.us/ahs/spoints

State of Vermont
http://www.state.vt.us

Vermont Child Care Subsidy Program
http://www.state.vt.us/srs

Vermont Department. of Education
http://www.state.vt.us/educ.htm

U.S. Department of Education
http://www.ed.gov

U.S. Department of Health and Human Services
http://www.os.dhhs.gov

NATIONAL ORGANIZATIONS

Child Care Action Campaign
330 7th Ave., 17th Floor
New York, NY 10001
(212) 239-0138
An advocacy organization that works to stimulate and support the development of policies and programs that increase the availability of quality child care.

Child Care Institute of America
3612 Bent Branch Court
Falls Church, VA 22041
(703) 941-4329
A national non-profit that supports private, licensed, center-based, and ecumenical early childhood programs.

Child Care Law Center
22 Second Street, 5th Floor
San Francisco, CA 94105
(415) 495-5498
The country's only organization working exclusively on legal issues concerning the establishment and provision of child care, the Center seeks to use legal tools to foster the development of high-quality, affordable child care programs.

Child Welfare League of America, Inc.
440 First Street, NW, Suite 310
Washington, DC 20001-2085
(202) 638-2952
A federation of more than 750 public and voluntary member agencies that serve children and families throughout the U.S. and Canada.

Children's Defense Fund
25 E Street, NW
Washington, DC 20001
(202) 628-8787
A non-profit research and advocacy organization that works to provide a strong, effective voice for the children of America, paying particular attention to the needs of poor, minority, and disabled children.

The Children's Foundation
725 15th St., NW, #505
Washington, DC 20005
(202) 347-3300
A national educational non-profit that strives to improve the lives of children and those who care for them, the Foundation conducts research and provides information and training on federal food programs, quality child care, leadership development, health care, and enforcement of court-ordered child support.

Center for Career Development in Early Care and Education — Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-5200
Through multi-faceted activities designed to help states and localities bring about systemic change to replace the fragmented system of training that now exists, the Center strives to improve the quality of early care and education by creating viable career development systems for practitioners.

Ecumenical Child Care Network
8765 West Higgins Road, Suite 405
Chicago, IL 60631
(312) 693-4040
A national, interdenominational membership organization whose members advocate for high-quality, equitable, and affordable child care and education in churches and other religious organizations.

ERIC/EECE
University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
1-800-583-4135
The Educational Resource Information Center's Clearinghouse on Elementary and Early Childhood Education collects and communicates research, literature, fact sheets, and briefing papers on the physical, cognitive, social, educational, and cultural development of children from birth through early adolescence.

Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
(212) 465-2044
A non-profit research and planning organization committed to developing new approaches toward balancing the changing needs of America's families with the continuing need for workplace productivity, the Institute serves decision-makers from business, education, community, and government.

National Association of Child Care Resource and Referral Agencies (NACCRRA)
1319 F Street, NW, Suite 606
Washington, DC 20004-1106
(202) 393-5501
A national membership organization of more than 400 community child care resource and referral agencies in all 50 states, dedicated to promoting the growth and development of these services and to helping build a diverse, high-quality system of child care.

National Association for Regulatory Administration
26 East Exchange St.
Fifth Floor
St. Paul, MN 55101
(612) 290-6280
NARA is a professional association for people who regulate child care and other human-service care programs. It provides resource materials, a newsletter, and an annual conference.

National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, DC 20036
1-800-424-2460
A non-profit professional organization with more than 90,000 members dedicated to improving the quality of care and education for young children, NAEYC administers the National Academy of Early Childhood Programs, a voluntary national accreditation system, and the National Institute for Early Childhood Professional Development. It also publishes the bimonthly journal Young Children *(see next section), and many other materials.*

National Association for Family Child Care
206 6th Avenue, Suite 900
Des Moines, IA 50309-4018
1-800-359-3817
A national membership organization working with state and local family child care provider associations, NAFCC promotes accreditation, training, and leadership development through specialized technical assistance.

National Center for Children in Poverty
Columbia University School of Public Health
154 Haven Avenue
New York, NY 10032
(212) 927-8793
The Center encourages interdisciplinary thinking at the national, state, and local levels and emphasizes the needs and opportunities for early intervention with young children and their families who are living in poverty.

National Center for the Early Childhood Work Force
733 15th Street, NW, Suite 800
Washington, DC 20005
(202) 737-7700
Formerly the Child Care Employee Project, the Center is a resource and advocacy organization committed to improving the quality of child care services through upgrading the compensation and training of teachers and providers.

National Child Care Association
1029 Railroad Street
Conyers, GA 30207
1-800-543-7161
A professional trade association that represents the private, licensed early childhood community, NCCA advocates for the quality and affordability of child care, as well as its business interests.

National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
1-800-616-2242
The Center maintains a large database of resources, including current research, government publications of use to the child care field, publication listings, and an extensive listing of national organizations.

National Head Start Association
1651 Prince Street
Alexandria, VA 22314
(703) 739-0875
The membership organization representing Head Start parents, staff, directors, and friends, NHSA provides education and advocacy; publishes a quarterly journal along with policy and legislative updates, studies, and reports; and runs training conferences and leadership institutes. NHSA focuses on issues that shape the future of Head Start.

National Resource Center for Health and Safety in Child Care
University of Colorado Health Sciences Center, School of Nursing
4200 E. Ninth Avenue
Campus Box C287
Denver, CO 80262
1-800-598-KIDS
The Resource Center seeks to enhance the quality of child care by supporting state and local health departments, child care regulatory agencies, child care providers, and parents in their efforts to promote health and safety in child care.

National School-Age Care Alliance
P.O. Box 676
Washington, DC 20044-0676
(202) 737-6722
A membership organization whose members range from state affiliates with hundreds of members to individual school-age child care staff who seek affiliation with a professional organization, the Alliance provides training and technical assistance, promoting standards for the profession and advocating on behalf of school-age care professionals and the children they serve.

School-Age Child Care Project
Wellesley College
Center for Research on Women
Wellesley, MA 02181
(617) 283-2547
Concentrating on research, education and training, consultation, and program development, the Project works to improve the quality and quantity of school-age child care programs through collaborative work with communities, individuals, and organizations, and to raise public awareness about the importance of children's out-of-school time.

USA Child Care
P.O. Box 77918
Washington, DC 20013
(202) 488-8135
A membership organization of early childhood service providers and advocates, USA Child Care serves as a national voice for direct-service providers.

Zero to Three/National Center for Clinical Infant Programs
734-15th Street, NW, 10th Floor
Washington, DC 20005-2101
(202) 638-1144
The only national organization dedicated solely to infants, toddlers, and their families, Zero to Three gathers and communicates information through its publications, its journal Zero to Three (see next section), the annual National Training Institute, its Fellowship Program, specialized training opportunities, and technical assistance to communities, states, and the federal government.

SELECTED JOURNALS

Child Care Information Exchange
P.O. Box 2890
Redmond, WA 98073-2890
1-800-221-2864 (between 8 a.m.-1 p.m. West Coast time)
This journal supports early childhood center directors in their efforts to craft environments where adults and children thrive, and where the talents of all staff members are fully challenged and justly rewarded. Published every other month for $38/year.

Child Care Plus+
Rural Institute on Disabilities
Corbin Hall
The University of Montana
Missoula, MT 59812
1-800-235-4122
A four-page quarterly that supports inclusion in early childhood settings. Each issue includes ideas, concrete activities, parent stories, and answers to child care providers' questions. $6/year.

Childhood Education
Association for Childhood Education International (ACEI)
11501 Georgia Ave., Suite 315
Wheaton, MD 20902
1-800-423-3563
The official journal of ACEI, a non-profit professional association dedicated to the advancement of childhood education and learning. Published six times a year, the journal includes articles on classroom skills, communication with colleagues, children's learning, and features on the latest research. With membership in ACEI, subscription is $84. For $7 more you can enroll in either the Division for Infancy or Division for Early Childhood, each of which also publishes its own newsletter.

Day Care and Early Education
Subscription Dept.
Human Sciences Press
233 Spring Street
New York, NY 10013-12578
Published quarterly, this is a magazine for early educators and child care professionals. $26/year.

Early Childhood Research Quarterly
National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, DC 20036-1426
1-800-232-8777
The professional research journal of NAEYC, published quarterly. Subscriptions are $30 for members, $65 for non-members. Membership in NAEYC is open to anyone.

Educational Leadership
Association for Supervision and Curriculum Development
1250 Pitt Street
Alexandria, VA 22314-1453
(703) 549-9110
This journal presents a variety of viewpoints related to leadership in elementary, middle, and secondary education; also curriculum, instruction, supervision, and leadership in schools. Published seven times a year.

Exceptional Children
Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
This official journal of CEC publishes original research on the education and development of exceptional infants, children, and young people, and articles on professional issues of concern to special educators. Published quarterly; $15 for CEC members, $58 to non-members.

Exceptional Parent
P.O. Box 3000
Dept. EP
Denville, NJ 07834
1-800-562-1973
A monthly journal on parenting a child with a disability. Each issue contains stories from parents, along with resources and information. $24/year.

Infant Behavior and Development
Journal of the International Society for Infant Studies
Ablex Publishing Corp.
355 Chestnut St.
Norwood, NJ 07648
This journal reports on the work of the society, which promotes research and education in infant development and growth, and disseminates original research, basic and applied, from a wide variety of disciplines. Published quarterly for $60/year.

Infant-Toddler Intervention: The Transdisciplinary Journal
Singular Publishing Group, Inc.
4284 41st St.
San Diego, CA 92105-1197
1-800-521-8545
A quarterly journal for all members of an early intervention team, with information that will enhance the clinical services they provide to infants and toddlers who are at risk or have disabilities, and to their families. $36/year; single issues are available for $16 each.

Infants and Young Children: An Interdisciplinary Journal of Special Care Practices
Aspen Publishers, Inc.
7201 McKinney Circle
Frederick MD 21701
1-800-638-8437
A quarterly journal devoted to clinical management of infants and young children, from birth to three, who have or are at risk for developmental disabilities, and their families. $66/year, with single copies available for $21 each.

Journal of Early Intervention
Division for Early Childhood
The Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091
The professional journal for members of CEC's Division for Early Childhood. Articles relate to research and practice in early intervention for infants and young children with special needs, and their families. Published quarterly as a benefit of membership; $15 charge for membership. Single copies available for $10 each.

Preschool Perspective
Scholastic Pre-K Today
Early Childhood Today Scholastic, Inc.
P.O. Box 54814
Boulder, CO 80322
1-800-544-2917
This magazine is for those who teach and care for young children, from infancy to age five. $20 for eight issues per year.

Raises, Rights, Respect
National Center for the Early Childhood Work Force
733 15th St., NW, Suite 1037
Washington, D.C. 20005-2112
This quarterly publication relates primarily to issues concerning "worthy wages" for early childhood professionals. It contains legislative information, advocacy, and research.

School Age NOTES
P.O. Box 40205
Nashville, TN 37204
(615) 242-3464
This monthly eight-page newsletter provides up-to-date information on caring for school-age children. Articles relate to development, activities, community resources, advocacy, and more. $24.95 for 12 issues.

Topics in Early Childhood Special Education
PRO-ED
5341 Industrial Oaks Boulevard
Austin, TX 78735-8809
Each issue of this quarterly journal covers a different topic that relates to early childhood special education, in a collection of scholarly and research articles.

USA Child Care
2102 E. 18th St.
Kansas City, MO 64127
(816) 474-0434
USA Child Care is an organization seeking to provide a national voice for direct service providers, to ensure good quality, comprehensive childhood care and education that is affordable and accessible for all families. Membership is $100-$300 per year, depending on program size, and includes this quarterly newsletter.

Young Children
National Association for the Education of Young Children (NAEYC)
1509 16th St., N.W.
Washington, D.C. 20036-1426
1-800-232-8777
The professional, peer-reviewed journal of NAEYC, published six times a year, keeps members abreast of the latest developments in early childhood education and is both readable and scholarly. Includes research, theory, and expert classroom practice. $30 per year for members. Membership in NAEYC is open to anyone. NAEYC also publishes an extensive number of books and other materials.

Zero to Three
National Center for Infants, Toddlers and Families
Suite 1000
734 15th St., N.W.
Washington, D.C. 20005-1013
1-800-899-4301
Each issue takes a multidisciplinary approach to a single topic, addressing both typically and atypically developing infants and toddlers. Published six times a year for $37 per year; selected back issues available for $6. Zero to Three *also publishes many materials and books related to working with children in this age group, and with their families.*

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VI. The Vermont Early Childhood Career Lattice

	Home Business	Licensed Child Care Facility	Public/Private Elementary School	Parent Child Center	Head Start	State Offices	Child Care Resource and Referral Agency	Other Settings in Early Childhood Profession
Advanced Level Master's degree or doctorate + experience Individual Professional Development Plan (IPDP)		EEI Coordinator	Principal Special Services Coordinator Superintendent EEE Coordinator EEI Coordinator Early Childhood Program Coordinator	Parent Child Center Director EEI Coordinator	Head Start/State Collaboration Coordinator	CCSD Administrators FIT Director Dept. of Education Administrator/Consultant	Executive Director	College or University Faculty Advisor/Tutor/Mentor for college student's independent study
Teacher Bachelor's degree or equivalent + experience State teacher certification (public schools, EEE, EEI) IPDP	Independent consultant Advisor/Tutor/Mentor	EEE Teacher EEI Teacher Director (medium to large program)	EEE Teacher EEI Teacher Elementary Teacher in a Public School Reading Recovery Teacher Home-School Coordinator Title I Teacher Early Childhood Teacher-Director at a Tech Center Substitute	Program Coordinator Home Visitor/Outreach worker Teacher EEI Teacher	Director/Regional Administrator Coordinator/Standards Team Member Site Director/Generalist Head Start Teacher EEI Coordinator Advisor/Tutor/Mentor	Licensing Supervisor USDA Food Program Coordinator	Program Director Workshop Presenter Child Care Trainer Referral Specialist Subsidy Specialist Support Specialist EEI Teacher Child Care Developer USDA Food Program Specialist	FIT Social Worker FIT Early Interventionist CDA Advisor Independent Consultant FIT Community Resource Parent Home Tutor Success by Six Coordinator
Teaching Associate Associate's degree or credential, or 3 years' experience plus 4 college courses IPDP	Peer Mentor	Director (small program) Teacher (medium to large program) Peer Mentor	Teacher Assistant		Home Visitor Family Service Worker Lead Teacher	Licensing Specialist Family Child Care Home Assessor AmeriCorps Member	AmeriCorps Member	AmeriCorps Member USDA Food Program Home Visitor
Teacher Assistant High school diploma some training IPDP	Registered Family Home Child Care Provider Substitute	Teacher (small program) Substitute Teacher Assistant	Paraeducator (includes EEE, EEI, and grades K-3)	Teacher Assistant	Teacher Assistant	Licensing Technician Consumer Concern Line Operator		
Apprentice Interest in working with children and families	Newly Registered Family Home Child Care Provider Legally Exempt Child Care Provider Subsidized Legally Exempt Child Care Provider Volunteer	Paraeducator New Teacher Assistant Volunteer	Volunteer	Parent (or other person) in a supervised training program Volunteer	Paraeducator Involved Parent Volunteer			Success by Six Home Visitor Baby Sitter Nanny/Au Pair Subsidized Legally Exempt Child Care Provider (in child's home)

Note: *Many people in the field have a higher level of education and training than their job requires. For example, teachers with master's degrees are working in all settings, from home-based care to licensed programs and public schools; and many home-care providers have bachelor's and even master's degrees.*

This higher level of knowledge and expertise may or may not be recognized in a person's compensation. Anyone who feels underpaid for his/her level of training may choose to make this clear to his/her clients or employer, using the Career Lattice as an illustration.

Abbreviations: *CCSD: Child Care Services Division* *CDA: Child Development Associate* *EEE: Essential Early Education* *EEI: Early Education Initiative* *FIT: Family, Infant and Toddler Project*

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The Vermont Guide to
Early Childhood Careers